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An example of evaluation under the requirements of an ESEA Title III "Pace" project, this report encompasses the instructional television development and broadcast activities of the San Diego Area Instructional Television Authority (ITVA). Qualitative data based on a series of teacher interview-questionnaire surveys in ten ITVA county school districts, and quantitative data based on a "Nielson" type survey of program offerings (range and frequency of classroom usage, grade-level designation) are presented in tabular format. Independent surveys from the school districts and a report on consumer innovations illustrate the reciprocity between producers and users of instructional television. The report outlines the budgetary, staff, production, and equipment problems of the project and provides information on ITVA organization, planning, hardware, and software in the appendices. (TI)

ED026858

San Diego Area Instructional Television Authority

Description Analysis Evaluation

Oct. 2, 1967
May 17, 1968

ED0 26858

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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An Evaluation of San Diego Area Instructional Television Authority Educational Program Activities

October 2, 1967 to May 17, 1968

In response to

Evaluation Requirement, ESEA Title III
Operational Grant

To Establish, Operate and Maintain
Supplementary Educational Services-
Instructional Television Experience
Development and Distribution

Project No. 1249

Grant #OEG-4-6-001249-0924 California

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Department of Health, Education, and Welfare

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July 1968

EM007033

PREFACE

This report encompasses the ITV program development and broadcast activities of the San Diego Area Instructional Television Authority (hereinafter referred to as the Authority or ITVA) and related member school district ITV activities which occurred between October 2, 1967 and May 17, 1968. The report has attempted to describe, analyze and evaluate these activities by collecting and treating both process and product data for the purpose of:

1) Meeting the requirement that ESEA, Title III projects be evaluated;
2) Describing the goals, objectives and educational programs produced, acquired and broadcast by the Project;
3) Analyzing their utilization;
4) Evaluating their effects on the project's consumers, the students and teachers who view these programs and;
5) Recommending future activity based upon needs and aspirations formulated from the data collected and treated.

This report was cast in a "story telling" mode. Its title, "Description, Analysis and Evaluation" represents the emphasis given in rank order of significance. The "story" touches on ITVA's history, emphasizes its 1967-68 accomplishments, and takes a "quo vadis" look at its future.

PART ONE, Basic Evaluation Data, provides qualitative and quantitative data upon which enlightened decisions can be made. PARTS TWO and THREE, Supporting Surveys and Consumer ITV, VTR and CCTV Practices, bring to light producer-consumer and consumer-producer utilization and production practices that provide substantive evidence that interested, active-reactive involvement is taking place in most ITVA member school districts. PART FOUR, Problem Areas, shows that the ITVA is aware of its potential, yet not blind to its problems. PART FIVE, Summary Analysis and Evaluation, synthesizes already reported data and uses these resultant generalizations as rationales to undergird a series of recommendations. Appendices A, B and C present documentation of ITVA's organization, production-broadcast activity, consumer involvement and present-future aspirations.

Because, during the period reported, the project was organized to serve 24 San Diego County School Districts in all curriculum areas and K-12 grade levels, involvement characterized the frame of reference which determined the Authority's producer-consumer activity. This fact was and probably will remain ITVA's greatest blessing and bane, because trying to be and do so much for and with so many people and programs constitutes a herculean task.

By the same token, this study owes much to many San Diego County educators; too many, in fact, to attempt their listing without risking serious omission. Consequently, this investigator-reporter prefers to cast his appreciation in broadcast umbrella fashion to include each and every fellow educator who assisted in the development of this report by stating: If teamwork is the thread of continuity upon which the success of this project depends, then it follows that the project should become the embodiment of realized success.

DeGraff Stanley
Project Evaluator

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GLOSSARY

CAP - Consumer As Producer. A principle that advocates a teaching strategy designed to induce greater involvement on the part of students and teachers by casting these ITVA "consumers" in the role of "producers" of on-site video taped mini-productions.

CCTV - Closed Circuit Television. The system used to distribute a television signal (both audio and video) from the point of origin to the point of display by means of cables.

CATV - Community Antenna System. A re-distribution system using a common antenna, generally of high sensitivity, to intercept a television broadcast signal for relay via CCTV to a number of display points.

ETV - Educational Television. A generic term applied to non-commercial television operations. Instructional Television, Public Television, and School Television may be considered forms of ETV.

EAVES - Electronic Audio Visual Education System. A system designed to "complete the circuit" thereby enabling a synthesis of the electronic components that comprise a complete sender-receiver-sender communication system.

IPI - Individually Prescribed Instruction. A teaching strategy that advocates analysis of individual educational needs and the prescription of learning experience designed to meet the individual pupil needs identified.

ITV - Instructional Television. Television programming aimed at the student, either in the classroom or otherwise, in the general context of curriculum oriented formal education.

ITVA - The abbreviated form of San Diego Area Instructional TeleVision Authority and used as a referent to the same throughout this report.

ITFS - Instructional Television Fixed Service. The 31 television channels set aside by the Federal Communications Commission in the 2500-2690 megacycle band for use by educational institutions and organizations for transmission of instructional, cultural, and other types of educationally related materials. Translators are necessary at place of reception or origin of CCTV system.

TRANSLATOR - An electronic device capable of picking up a TV signal from one source of transmission or channel and re-transmitting it on another channel.

UHF - Ultra High Frequency. For TV, the UHF frequency band extends from 470-890 megacycles for channels 14-83.

VHF - Very High Frequency. For TV, the VHF frequency band extends from 44-88 megacycles for channels 2-6 and from 174-216 megacycles for channels 7-13.

VTR - Video Tape Recorder/Recording. The Recorder is an electronic device capable of recording the audio and video signals from a TV system on a special magnetic tape which can be re-played immediately or stored for a later playback. The Recording is the magnetic tape so recorded.

Teacher-Producer Lynn Barrett introduces "Crossroads," ITVA Inquiry Development Program, featuring 5th - 6th Grade Students and Guest Teacher-Moderator

INTRODUCTION

BACKGROUND

In 1965, Dr. Ralph Dailard, Superintendent of the San Diego Unified School District, called together an ad hoc committee of five superintendents, regionally representative of San Diego County and its fifty-one school districts, to plan for a re-entry into educational telecasting on a county-wide basis. As a result of this effort, it was decided that an operational grant project for the development of instructional television programs should be submitted to the United States Office of Education as an ESEA, Title III, (P.L. 89-10) Grant in-aid proposal. This project was submitted in February, 1966, and approved early in April of the same year.

The approved project provided a basic staff to produce innovative curriculum related instructional television programs in (1) state mandated, (2) community educational resource, and (3) pre-school learning areas. The project also provided limited funds to rent already produced instructional telecasts from outside sources and to buy air time for the broadcast of these programs as well as for those which were produced locally.

The receipt of project funds (1) stimulated interest on part of the San Diego State College Foundation to actively push forward their plans to construct a one-million watt broadcast facility, KEBS, Channel 15, which became operational in June 1967, and (2) activated the organization of the San Diego Area Instructional Television Authority, which, by means of a Joint Powers Agreement, joined together twenty-five San Diego County School Districts for the purpose of planning, producing and acquiring video tapes for the broadcast of a daily schooltime schedule of instructional telecasts.

During the fall of 1966, the ITVA developed its basic staff. The staff included a Manager-Producer, Educator-Producer, two Teacher-Producers, an Editorial Coordinator, a Photographer, an Artist Illustrator and two secretaries. The production of video-taped ITV programming began in studios located at San Diego State College and 7 programs were produced. School broadcasting began on January 30, 1967 and included rented VTR programs along with those produced locally.

During the ensuing spring, three teacher-producers, a second artist illustrator and a project evaluator were added to the staff. Having obtained an increased staff, the Authority stepped-up its studio production at San Diego State College, producing 118 programs which were broadcast via Channel 39 until early June of 1967. The staff then moved from its temporary elementary school headquarters to offices located at Station KAAR, Channel 39. This move was prompted by a dire need for additional office space and the fact that, owing to equipment delays that kept San Diego State College's KEBS, Channel 15 from activating its transmitter, the Authority was then using Channel 39's broadcast facilities. In June 1967, the college transmitter was made operational and the Authority benefitted from the improved direct antenna video strength available through the facilities of KEBS, Channel 15, which represented an increase amounting to almost four times that of the DAVS broadcast by Channel 39.

The last few programs of the Spring Semester were transmitted via KEBS, Channel 15. The advent of this arrangement also prompted the Authority's move to quarters in the same building occupied by San Diego State College's Broadcasting Department personnel.

An in-depth evaluation of the Authority's activities and influence on educative experience was published in July 1967, and presented to the United States Office of Education, California State Department of Education and ITVA School District Membership under the Title, "Analysis of SDA/ITV, January 30-May 29, 1967".

A request for continuation for the Authority's ESEA, Title III Grant was developed in July 1967 and its approval, along with extended and improved local and state support, signalled the beginning of ITVA's second year of operation which is the subject of this report.

GOALS, OBJECTIVES

The umbrella goal of the Authority is the improvement of instruction. The activities by which the Authority sought to implement this goal included:

(1) Producing curriculum related, video taped student and teacher learning experiences recommended by subject area study groups (of which there are thirteen) and approved by the Joint Curriculum Coordinating Council, Curriculum Steering and Executive Committees.

(2) Acquiring out-of-house ITV productions previewed, recommended and approved by the educator groups listed above.

(3) Developing and distributing supporting utilization materials in the form of utilization manuals, film (16 MM-MP and 35 MM slide), study guides and broadcast schedules.

(4) Broadcasting the telelessons produced or acquired (via KEBS, Channel 15) to student and teacher viewers during a five-and-one half hour schooltime broadcast schedule.

(5) Planning for the acquisition of hardware (TV receivers, antennas and VTR's) in conjunction with projects developed by the San Diego County Department of Education and San Diego Unified School District Audio-Visual and Instructional Aids Divisions.

(6) Developing programs and projects designed to meet local educational needs and criteria for funding with substantive assistance from the San Diego County Department of Education Supplementary Education Center (SEC) and San Diego Unified School District Federal Project and Research Section.

(7) Coordinating the activities described above with other local, state and federally-supported programs and projects (ESL/Creativity/Reading/New Texts, etc.)

(8) Communicating the goals, objectives, problems and aspirations of the ITVA to San Diego County parents, teachers and citizenry by means of live and mass media presentations, (for details see Appendix A-6) and,

(9) Describing, analyzing and evaluating these activities with help from ITV producers and consumers.

Effective communication, involvement, analysis, synthesis and follow-up are required to make these broadspectrumed goals and objectives work. This study has attempted to report and, in certain cases, evaluate the process and product of the ITVA activities which sought to implement these goals and objectives.

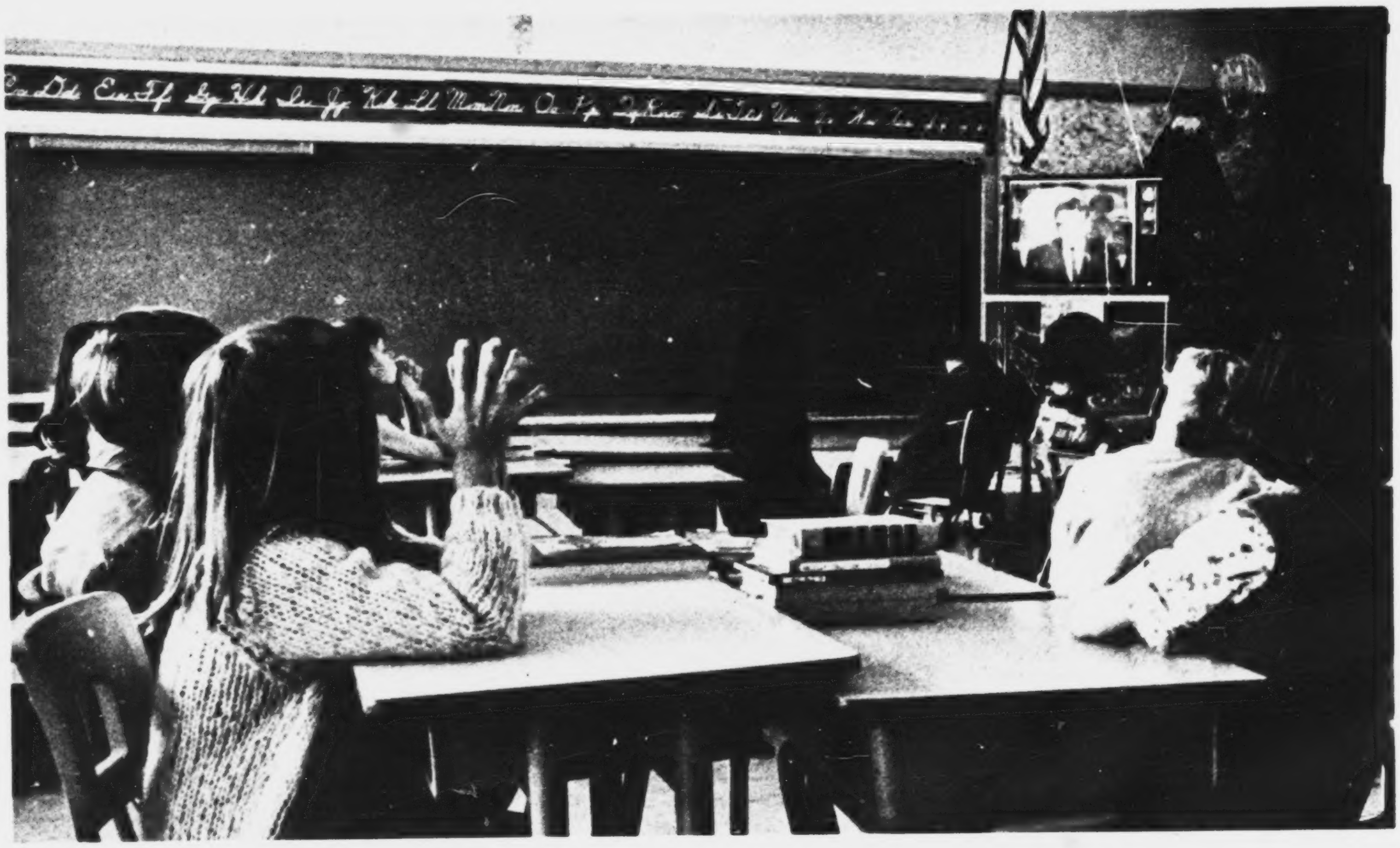
PROBLEMS

ITVA's first year's operation mainly concerned the selection and development of its staff and the implementation of working relationships with its constituents. The latter included the involvement of educators representing components of the ITVA's organizational flow chart mechanism, and its studio production-broadcast activity with San Diego State College.

During its second year of operation, these relationships and activities continued to be of concern, but ITVA's chief problem areas shifted toward the nitty-gritty problems attendant to more effective program production and utilization. Problem areas in the latter area included (1) promoting the acquisition of TV receiver and VTR equipment in ratio more nearly commensurate with ITVA's increased locally-produced and acquired broadcast schedule, (2) adapting its broadcast schedule in an attempt to serve the greatest possible number of schools with programming appropriate to their curriculum requirements and at times most suitable to their class schedules, (3) activating greater involvement with its subject area study committees, (4) producing and disseminating utilization aids (utilization handbook and study guides), (5) providing leadership to help create more effective classroom utilization practices, (6) disseminating information about the project's goals, program objectives, organization and aspirations and (7) grappling with budgetary considerations.

In sum, ITVA's most persistent and pervasive problem area relates to the need to communicate understanding of its mission which is the improvement of learning environments that in turn can become agents productive of constructive behavioral change.

The cornerstone of this understanding is embodied in the concept described by the term "team teaching". Communication theory long has supported the idea that sender/receiver-stimulus/response mechanisms need to be reciprochal. Because broadcasting represents a one-way (sender) mode, like a textbook, it requires a learning facilitator-motivator-interpreter; namely, the teacher. Therefore, both studio and classroom teacher inevitably must understand their team teaching relationship, each playing part and counterpart roles in order to give meaning to the content, process and product of the telelessons they produce and utilize for student growth.



4th Grade Cardiff School District students view ITVA "News of the Week" Program

SCHOLASTIC MAGAZINES NEWS MAP

Same students hear "News of the Week" Teacher-Producer Marge Frommer as regular teacher, Dora Crickmore and ITVA District Resource Teacher Sam Snyder look on.

PART ONE: BASIC EVALUATION DATA
ITVA DESCRIPTION/ANALYSIS/EVALUATION

I. General Procedures

A. Qualitative Data

To determine the Qualitative value of SDA/ITVA programming based upon teacher observation and opinion, and obtain information useful in the development of future plans, the ITVA conducted a series of teacher group interview questionnaire surveys in ten SDA/ITVA member County School Districts. The evaluative instrument used asked elementary (K-6) and secondary (7-12) teachers to identify the program series they used and respond to a single-page, twelve-item list of questions from which average scores of merit based upon a ten-point scale could be obtained. A sample copy of this instrument is shown before Table I. The data collected through this process was subjected to item analysis and averages were computed for Questions 1 through 8 and 9 through 11 on the original form, and 2 through 8 and 9 through 12 on a revised questionnaire form.

From these two scores, an average score of merit was obtained for each elementary, and certain secondary program series broadcast.

An early, October 2 through November 29, 1967 group interview survey conducted during the latter part of November yielded thirty teacher responses. The work-up of these data was developed at the request of the ITVA Executive Committee. Results of this investigation appear in Table I.

Later these data were combined with additional teacher responses to the same questionnaire collected over the remainder of the fall semester. Results of these 194 elementary and 7 secondary level teacher responses appear in Tables II and III.

An independent, special survey using a similar data gathering technique was used to obtain information concerning the "Community" (local government in action) and "Crossroads" (Creativity-Inquiry development) locally-produced ITV program series, samples of which appear before Table III, where the product of these investigations is shown.

Analysis of the data collected from all group interview-questionnaire meetings follows these tables.

B. Quantitative Data

The Qualitative Survey was complemented by an ITV membership-wide, 125 school QUANTITATIVE usage survey of 25 ITVA program series broadcast between October 2, 1967 and January 26, 1968. This "Nielson" type survey sought to determine the number and grade-level designation of teacher users of ITVA program offerings. A sample of this instrument appears before Tables IV through VI. Tables IV and V are elementary/secondary treatment of this data. A rank order listing of these programs by classroom usage, including data received after the original tabulations had been made, is shown in Table VI. Treatment of quantitative data in terms of grade level usage is shown in Figure 1. Summary analysis of these data appears on the following page.

A head count of teacher users of ITVA in-service education programming was obtained from County School teachers as an adjunct to the group interview/questionnaire survey. Reference to this inquiry appears in Section II of Summary Analysis of Quantitative Data.

A third-quarter 1968 Spring Semester Survey, conducted in a manner similar to the Fall Semester Study, forms the second section of Part Two: Basic Evaluation Data. Results of this investigation are shown in Tables VII through X.

A final, 1967-68 ITVA Analysis and Evaluation Summary combines the results of both the fall and spring surveys. This treatment of ITVA's 1967-68 Evaluation Project is reported in Part FIVE: Summary Analysis and Evaluation.

PART A: QUALITATIVE DATA

SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY
ITV Teacher Opinionaire Survey

______________________________ / ________
PROGRAM SERIES TITLE Number Viewed

DIRECTIONS: Circle the SINGLE number that best represents your opinion of the educational value of the program series and utilization aids being evaluated.	MUCH - LITTLE E G A F P 10-9/8-7/6-5/4-3/2-1
1. The quality of the TV picture and sound has been	10-9-8-7-6-5-4-3-2-1
2. How well did the telelesson achieve its purpose as stated in the study guide?	10-9-8-7-6-5-4-3-2-1
3. How much student interest was stimulated by the telelesson?	10-9-8-7-6-5-4-3-2-1
4. How much useful information did the telelesson provide for your class?	10-9-8-7-6-5-4-3-2-1
5. How much did the telecast contribute to the curriculum of your class?	10-9-8-7-6-5-4-3-2-1
6. How much did the telelesson enrich the subject matter you teach?	10-9-8-7-6-5-4-3-2-1
7. How suitable was the vocabulary level for your class?	10-9-8-7-6-5-4-3-2-1
8. How well did your class understand the content of the telelesson?	10-9-8-7-6-5-4-3-2-1
9. How much use have you made of the study guides?	10-9-8-7-6-5-4-3-2-1
10. How well did the study guide material help you PREPARE your class for the telecasts?	10-9-8-7-6-5-4-3-2-1
11. How well did the study guide aid in FOLLOW-UP activities?	10-9-8-7-6-5-4-3-2-1

12. What additional learning experiences were motivated by the telelesson? (Please circle appropriate number(s)

1. Discussion
2. Class project (e.g., writing, further investigation, etc.)
3. Individual project
4. Reports
5. Other ____________
   ____

____
(Evaluating Teacher-Optional)

____
(School)

______________ ______________
(Grade Level) (Date)

____
(Subject, e.g., social studies, etc.)

Average Score of Merit - Questions
2 through 8: 10-9-8-7-6-5-4-3-2-1

9 through 12: 10-9-8-7-6-5-4-3-2-1

Please use reverse side for comments, anecdotal reports, etc.

TABLE I.

SUMMARY, 30 TEACHER RESPONSES TO 14 OF 25 PUPIL ORIENTED PROGRAMS BROADCAST BETWEEN OCTOBER 2 & NOVEMBER 29, 1967*

Elementary Programs		Number of Programs Shown	Number of X's Broadcast	Number of Times Viewed	Questions 2 through 8 Av. Score of Merit	Questions 9 through 11 Utilization Aids
ALL ABOUT YOU	(3)**	9	17	29	9	7
AMERICANS ALL	(3)	9	25	21	8	7
CHILDREN'S LITERATURE	(1)	9	25	7	8	8
CROSSROADS	(2)	9	26	9	9	4
GEOGRAPHY	(2)	9	17	18	10	9
HERITAGE	(4)	9	17	21	7	5
MAN IN SPACE	(1)	9	17	9	7	5
MEET THE ARTS	(1)	9	17	9	9	7
NEWS OF THE WEEK	(3)	9	25	21	6	3
OF COURSE WE SPEAK SPANISH	(3)	22	84	55	8	8
PLACES IN THE NEWS	(1)	9	18	9	10	1
STEPPING INTO RHYTHM	(3)	9	26	33	9	9
THROUGH CHILDREN'S EYES	(2)	9	18	17	8	7
YOU AND EYE	(1)	9	18	6	9	9
	30	139	350	123***	8.35	6.35

* These evaluations were submitted by teachers reported by their principals to be the most consistent and enthusiastic users of ITV, and presumably the best qualified to judge the educational value of the telelessons broadcast.

** The figures in parenthesis represent the number of evaluations submitted.

*** Total average times viewed = 8.8

TABLE II: Rank Order & Average Score of Merit (Based on 10 pt. scale) Expressing Teacher Opinion; the Educational Value of SDA/ITVA Elementary (K-6) Programs Broadcast Between 10/2/67 & 1/26/68

TITLE	NO. OF RESPONSES	GRADE LEVEL	SUBJECT AREA	NO. OF PROGRAMS	NO. OF X'S BROADCAST	QUESTIONS 2-8 (Ed. Value)	QUESTIONS 9-11 (Study Guide Value
1. P. E. & Testing	5	4-6	Physical Ed.	15	29	9.00	5.80
2. Of Course We Speak Spanish	18	6	Foreign Lang.	36	138	8.83	7.29
3. Meet The Arts	4	4-6	Art/Music	15	28	8.75	6.75
4. All About You	21	1-2	Health	15	29	8.55	6.61
5. You and Eye	5	4-6	Art	15	30	8.50	7.75
6. Geography	11	4-6	Soc. Studies	15	29	8.09	7.63
7. Stepping Into Rhythm	32	K-3	Music	15	43	8.03	7.26
8. Americans All	13	4-6	U.S. History	15	42	7.92	6.61
9. Roundabout	4	Preschool	Cultural Enrichment	15	42	7.50	7.00
10. Places in the News	5	4-9	Current Events	15	29	7.20	4.00
11. News of the Week	21	4-6	Current Events	15	42	7.09	3.73
12. Children's Literature	27	K-3	Lang. Arts	15	43	6.88	5.72
13. Crossroads	8	5-8	Creativity	15	43	6.87	5.37
14. Heritage	11	4-6	Calif. History	15	29	6.81	4.54
15. Through Children's Eyes	9	4-6	Enrichment	15	30	6.55	6.00
	194			246	626	7.77	6.13

SDA/ITVA INDIVIDUAL PROGRAM EVALUATION

Social Studies: Community Series

NAME OF PROGRAM: ______________________________

(topic dealt with; e.g., police, elections, etc.)

for teaching local government. Please rate by circling appropriate number:

	E G AV F P
	10-9/8-7/6-5/4-3/2-1

1. RELEVANCE: To what degree was the program's

A. Topic relevant?	10-9-8-7-6-5-4-3-2-1
B. Information relevant?	10-9-8-7-6-5-4-3-2-1
C. Insights/concepts relevant?	10-9-8-7-6-5-4-3-2-1

2. GRADE LEVEL APPROPRIATENESS: To what degree did the program:

A. Directly contribute to the subject matter of your class?	10-9-8-7-6-5-4-3-2-1
B. Enrich the instructional program of your class?	10-9-8-7-6-5-4-3-2-1
C. Suit the vocabulary level of your class?	10-9-8-7-6-5-4-3-2-1

3. CLASSROOM USE: To what degree did the study guide:

A. Help you to prepare your students for viewing the program?	10-9-8-7-6-5-4-3-2-1
B. Contain material usable for follow-up activities?	10-9-8-7-6-5-4-3-2-1
C. Prove to be in concert with the material presented?	10-9-8-7-6-5-4-3-2-1

4. STUDENT INVOLVEMENT: To what degree did the program:

A. Stimulate student interest/responsiveness?	10-9-8-7-6-5-4-3-2-1
B. Provide students with useful information?	10-9-8-7-6-5-4-3-2-1
C. Structure content in a manner that helped students realize new insights/concepts?	10-9-8-7-6-5-4-3-2-1

5. RECOMMENDATIONS: Please circle appropriate letter(s). Use reverse side for comments:

   A. Repeat program as is
   B. Repeat with changes:
      1. Topical
      2. Content
      3. A/V materials
      4. Method of presentation
   C. Do not repeat

Evaluating teacher: ____________________

School: ____________________

Date: ____________________

FOLD, STAPLE AND RETURN

VIA SCHOOL MAIL

SDA/ITVA INDIVIDUAL PROGRAM EVALUATION

Creativity Project: "Crossroads to Discovery" Series

Dear Creative Teacher:

1. About how many times have you used "Crossroads" in your classroom? ____________

2. To date what topics (e.g., weather computers) have proved most rewarding?

____

____

____

3. What post-program activities have you used? (Please circle those that apply)

A. Inquiry session
B. Discussion
C. Class project (e.g., art, creative writing)
D. Other ____________

____

4. Please identify topics you would like to see explored in the future:

____

____

5. What broadcast times would be most convenient for your viewing and follow-up?

____

____

6. Please rate "Crossroads" according to your opinion of its educational value by circling the appropriate number:

E G AV F P
10-9/8-7/6-5/4-3/2-1

Additional comments welcomed. (Please use reverse side).

Evaluating Teacher: ____________________
School: ____________________
Date: ____________________

PLEASE FOLD, STAPLE AND
RETURN VIA SCHOOL MAIL

TABLE III: Rank Order & Average Score of Merit (Based on 10 pt. scale)
Expressing Teacher Opinion; the Educational Value of SDA/ITVA
Secondary (7-12) Programs Broadcast Between 10/2/67 & 1/26/68

TITLE	NO. OF RESPONSES	GRADE LEVEL	SUBJECT AREA	NO. OF PROGRAMS	NO. OF X'S BROADCAST	QUESTIONS 2-8 (Ed. Value)	QUESTIONS 9-11 (Study Guide Value)
1. Man In Space	3	7-12	Science (Enrich)	15	29	7.00	5.33
2. Images of America	2	7-12	U.S. History	15	29	6.50	5.50
3. Profiles - Music	1	9-12	Music	15	30	5.00	2.00
4. Franklin to Frost	1	10-12	Lang. Arts	15	29	3.00	2.00
5. Art Around Us	0	8-12	Art	13	26		
6. Community	0	8-12	Civics	15	43		
7. Making of Music	0	7-12	Music (Enrich)	15	29		
8. Peaceful Uses of Nuclear Energy	0	7-12	Enrichment	15	30		
9. Profiles - Language	0	9-12	Lang. Arts	15	28		
10. Sportsmanlike Driving	0	10-12	Driver Ed.	15	57		
	7			148	330	5.37	3.71

INDEPENDENT SPECIAL SURVEY

						Average Score of Merit
Community	42	8-12	Civics	15	43	8.28
Crossroads	46	5-8	Creativity	15	43	6.89
	88			30	86	7.58

II - SUMMARY ANALYSIS OF QUALITATIVE DATA

PROGRAMS EVALUATED BETWEEN OCTOBER 2, 1967 - JANUARY 26, 1968

I. Tables I and II: Elementary Programming. Elementary level programs rated high.

A. Range, educational value scores of merit, 6.55 - 9.00 (10 point scale)

B. Programs rated high for Spring 1967 evaluation tend to maintain their ranking.

C. When compared with Spring 1967 evaluation, Fall 1967 SDA/ITVA program series scores of merit are approximately one point higher (on a 10 point scale).

D. Programs most closely related to teacher-student curriculum needs tend to rank higher than those that might be classified as enrichment. In rank order these include mandated P. E. & Testing, Spanish, Art, Science and Social Studies.

E. Scores of merit pertaining to overall educational value were significantly higher than those assigned to utilization aids; mainly the study guides.

II. Table III: Secondary level (7-12) Programming.

A. Range, educational value scores of merit, 3.00 to 8.28 (10 point scale).

B. These programs rated significantly lower than elementary programs. The population sample reporting was not statistically significant except in the sense that it indicated poor usage in grades 7-12.

C. Of eleven secondary programs broadcast, (one bridging elementary and junior high, 5-8) six series induced 95 teacher responses; of these programs, two rated 6 or above. They were "Community" and "Crossroads" (the latter representing a 5-8 grade range). Both were locally produced and ranged more than 3 points higher than the average of all other secondary level programs evaluated.

D. Although relatively small, secondary usage is more frequent and consistent by teachers of special education groups including EMR, Adjustment and Very Able Classes in rank order presentation.

SAN DIEGO AREA ITV AUTHORITY

USAGE EVALUATION OF 25 INSTRUCTIONAL TELEVISION PROGRAMS ON THE AIR 1967-68

The Executive Committee of the SDA/ITVA has requested information regarding programs presently being aired on instructional television. In order to intelligently evaluate the programs, the committee must determine extent of usage. Your cooperation in filling out this simplified survey and returning it by school mail or U.S. mail to SDA/ITVA at 5164 College Avenue, San Diego 92115, would be greatly appreciated. Please indicate combination grades in the "Other" column.

SCHOOL DISTRICT______________________________

SCHOOL RETURNING QUESTIONNAIRE____________________ NO. OF TEACHERS AT SCHOOL SITE____

NO. OF TELEVISION RECEIVERS_____

Program Series Title	Number of Teachers Using this Program													
Grades:	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
ALL ABOUT YOU														
ART AROUND US														
AMERICANS ALL														
CHILDREN'S LITERATURE														
COMMUNITY														
CROSSROADS TO DISCOVERY														
FRANKLIN TO FROST														
GEOGRAPHY														
HERITAGE: THE STORY OF SAN DIEGO														
IMAGES OF AMERICA														
MAKING OF MUSIC														
MAN IN SPACE														
MEET THE ARTS														
NEWS OF THE WEEK														
OF COURSE WE SPEAK SPANISH														
PEACEFUL USES OF NUCLEAR ENERGY														
PHYSICAL EDUCATION AND TESTING														
PLACES IN THE NEWS														
PROFILES: LANGUAGE														
PROFILES: MUSIC														
ROUNDABOUT														
SPORTSMANLIKE DRIVING														
STEPPING INTO RHYTHM														
THROUGH CHILDREN'S EYES														
YOU AND EYE														

This survey is somewhat like the Nielsen Ratings; however, instead of 1200 households representing 200,000,000 people, we hope to have 12,000 teachers represent 12,000 teachers.

SGS:jb
12/1/67

TABLE IV: (Page 1 of 2 pages)

125 School Survey of Elementary & Secondary Classroom Usage
of SDA/ITVA Programming Broadcast Between 10/2/67 & 1/26/68;
reported by curriculum area and grade level

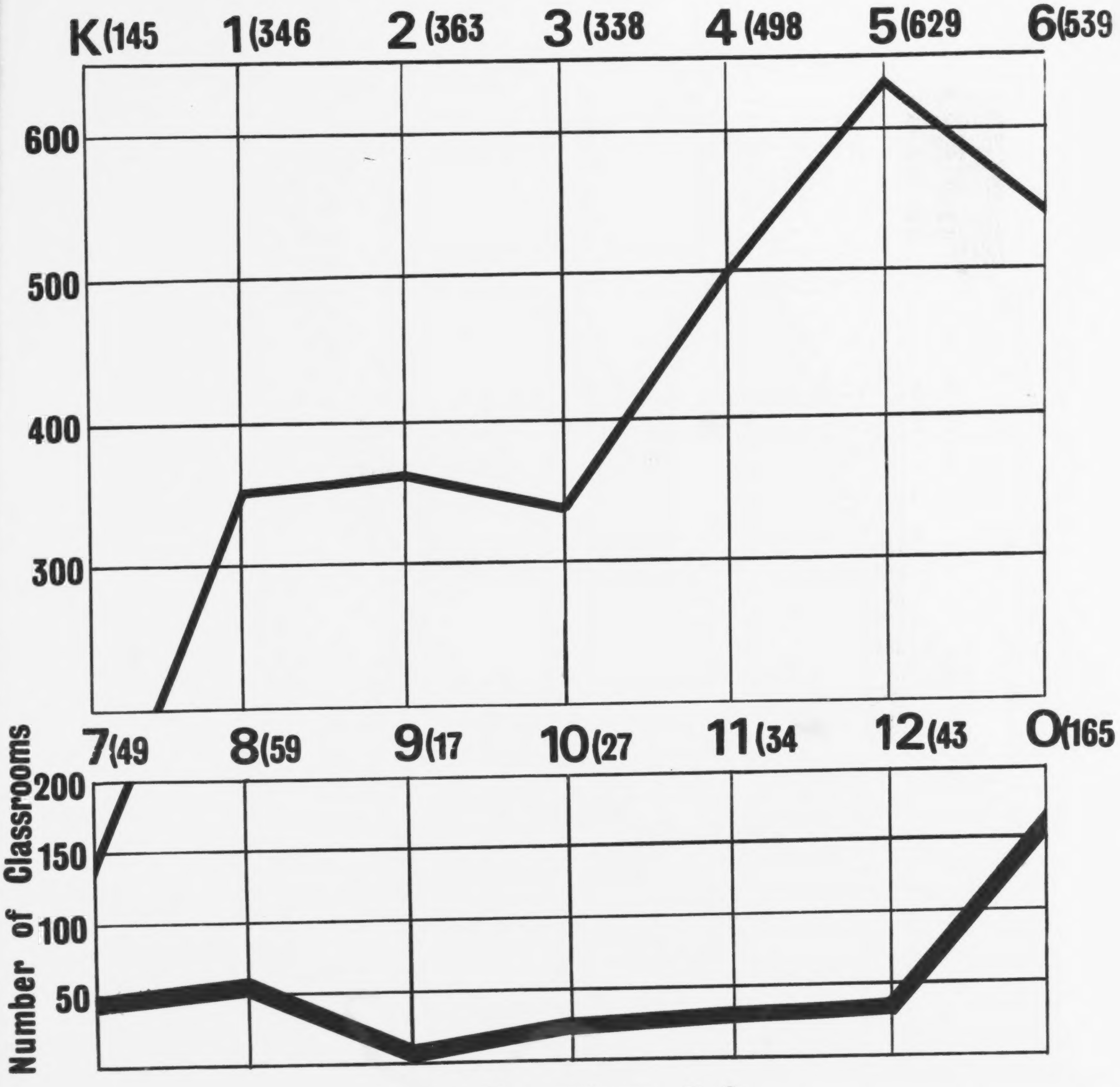
ART	K	1	2	3	4	5	6	7	8	9	10	11	12	0	Total
Art Around Us	0	4	8	9	12	21	22	2	2	0	1	1	3	18	103
Meet The Arts	0	2	1	6	31	38	37	2	0	0	0	0	0	11	128
You and Eye	0	5	8	19	33	41	30	0	0	0	0	0	0	7	143
	0	11	17	34	76	100	89	4	2	0	1	1	3	36	374
CREATIVITY															
Crossroads	0	2	0	0	4	32	26	5	5	0	0	0	0	9	83
DRIVER EDUCATION															
Sportsmanlike Driving	0	0	0	0	0	0	0	0	0	1	2	6	0	0	9
FOREIGN LANGUAGE															
Of Course We Speak Spanish	0	0	0	0	1	6	50	1	1	0	0	0	0	2	61
LANGUAGE ARTS															
Children's Literature	27	88	114	84	17	10	6	0	0	0	0	0	0	28	374
Franklin to Frost	0	0	0	0	4	2	3	2	3	3	12	2	4	0	35
Profiles: Language	1	2	1	0	2	2	1	0	0	1	2	3	5	0	20
Through Children's Eyes	5	3	20	41	43	33	19	0	0	0	0	0	0	20	184
	33	93	135	125	66	47	29	2	3	4	14	5	9	48	613
GRAND TOTALS	33	106	152	159	147	185	194	12	11	5	17	12	12	95	1140

TABLE IV: Page 2

	K	1	2	3	4	5	6	7	8	9	10	11	12	0	Total
MUSIC															
Making of Music	3	5	1	2	3	3	6	3	0	0	1	1	3	1	32
Profiles: Music	7	0	3	0	0	2	3	2	0	0	1	3	2	2	25
Stepping Into Rhythm	69	127	102	58	6	1	0	0	0	0	0	0	0	21	384
	79	132	106	60	9	6	9	5	0	0	2	4	5	24	441
PHYSICAL EDUCATION															
P. E. & Testing	0	0	0	2	14	47	17	3	3	0	2	2	2	7	99
PRESCHOOL ENRICHMENT															
Roundabout	15	18	9	4	0	1	0	0	0	0	0	0	0	12	59
SCIENCE															
All About You	17	80	83	32	1	3	2	2	0	0	0	0	0	22	242
Man In Space	0	2	0	0	4	5	27	4	2	1	1	2	4	3	55
P.U.N.E.	0	0	0	1	11	22	10	1	3	0	2	2	2	2	56
	17	82	83	33	16	30	39	7	5	1	3	4	6	27	353
SOCIAL STUDIES															
Americans All	0	0	0	5	22	121	37	1	6	0	0	0	0	0	192
Community	1	4	9	0	0	1	1	8	14	5	1	6	12	0	62
Geography	0	0	0	21	85	53	55	3	0	0	0	0	0	0	217
Heritage	0	1	1	18	127	27	9	1	3	1	1	1	4	0	194
Images of America	0	0	0	0	2	9	5	2	8	2	0	3	1	0	32
News Of The Week	0	2	3	35	64	112	126	4	4	2	1	1	1	0	355
Places In The News	0	1	0	1	12	37	47	3	5	1	0	1	0	0	108
	1	8	13	80	312	360	280	22	40	11	3	12	18	0	1160
GRAND [illegible]S	[illegible]	[illegible]	211	179	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

FIGURE 1

GRADE LEVEL USAGE, ITVA PROGRAMMING OCTOBER 2, 1967 to JANUARY 26, 1968



O: Other (elem. & sec. special education, ungraded & combination classes)

Total Classrooms: 3,252

TABLE V: Rank Order of Classroom Usage By Subject Matter Area, Programs Viewed Between October 2, 1967 & January 26, 1968

SUBJECT AREA	No. of Classes Viewing By Subject Area	No. of Series Bdc'st By Subject Area	Subject Area Percent Total Classes Viewing	Viewing Index
1. Social Studies	1160	7	35.60	5.08
2. Language Arts	613	4	18.80	4.70
3. Music	441	3	13.50	4.50
4. Art	374	3	11.50	3.83
5. Science	353	3	10.80	3.60
6. Physical Education	99	1	03.00	3.00
7. Creativity	83	1	02.50	2.50
8. Spanish	61	1	01.80	1.80
9. Preschool Enrichment	59	1	01.80	1.80
10. Driver Education	9	1	00.27	0.27
Total No. of Classrooms Viewing:	3252	25	99.57	

NOTE: Rank order of program series usage by subject matter area remains constant, but in truer perspective, when comparing percent of total classes viewing with the viewing index: (V.I. $= \frac{\text{\% of Total Classes Viewing}}{\text{No. of Program Series}}$)

FIGURE II

ITVA PROGRAMMING
Listed by Subject Area
and Recommended Grade Level
November 1967

SUBJECT AREA SERIES INFORMATION	RECOMMENDED GRADE LEVEL																
	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Other
ART																	
ART AROUND US (Twenty 15-min lessons)								■	■	■	■	■	■	■			
YOU AND EYE (Thirty 20-min lessons)						■	■	■									
CURRENT EVENTS																	
NEWS OF THE WEEK (Thirty-four 15-min lessons)					■	■	■	■									
PLACES IN THE NEWS (Thirty-four 20-min lessons)							■	■	■	■							
DRIVER EDUCATION																	
SPORTSMANLIKE DRIVING (Six 30-min lessons)												■	■	■			
FINE ARTS																	
MEET THE ARTS (Seven 30-min lessons)						■	■	■									
FOREIGN LANGUAGE																	
OF COURSE WE SPEAK SPANISH (Sixty 15-min lessons)								■									
HEALTH																	
ALL ABOUT YOU (Eleven 15-min lessons)		■	■	■	■												
LANGUAGE ARTS																	
CHILDREN'S LITERATURE (Thirty 15-min lessons)		■	■	■	■												
FRANKLIN TO FROST (Thirty-four 30-min lessons)												■	■	■			
PROFILES: LANGUAGE ARTS (Ten 30-min lessons)											■	■	■	■			

(Page 1 of 2 pages)

FIGURE II: (Page 2 of 2 pages)

SUBJECT AREA SERIES INFORMATION	RECOMMENDED GRADE LEVEL																
	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Other
MUSIC																	
MAKING OF MUSIC (Sixteen 30-min lessons)									■	■	■	■	■	■			
PROFILES: MUSIC (Ten 30-min lessons)											■	■	■	■			
STEPPING INTO RHYTHM (Thirty 15-min lessons)		■	■	■	■												
PHYSICAL EDUCATION																	
PHYSICAL EDUCATION AND TESTING (Six 15-min lessons)						■	■	■									
SCIENCE																	
MAN IN SPACE (Six 30-min lessons)							■	■	■	■	■	■	■	■			
SOCIAL STUDIES																	
AMERICANS ALL (Thirty-one 20-min lessons)						■	■	■									
COMMUNITY! (Fifteen 15-min lessons)										■	■	■	■	■			
GEOGRAPHY (Thirty-four 20-min lessons)						■	■	■									
HERITAGE (Fifteen 15-min lessons)						■	■	■									
IMAGES OF AMERICA (Fifteen 30-min lessons)									■	■	■	■	■	■			
OTHER																	
CROSSROADS (Special Ed.) (Thirty-four 20-min lessons)							■	■	■	■							
PEACEFUL USES OF NUCLEAR ENERGY (Ten 30-min lessons)- (CER)									■	■	■	■	■	■			
ROUNDABOUT (Pre-school) (Thirty 15-min lessons)	■	■	■														
THROUGH CHILDREN'S EYES (L.A.) (Thirty 30-min lessons)						■	■	■									
BOSTON SYMPHONY (Music) (Thirteen 60-min lessons)																	■

TABLE VI: QUANTITATIVE DATA

The "Nielsen Rating" survey: A rank order presentation of the classroom use of 25 ITVA program series broadcast between 10/2/67 and 1/26/68.

	PROGRAM	CLASSROOM USAGE
1.	Stepping Into Rhythm	505
2.	Children's Literature	458
3.	News of the Week	355
4.	All About You	318
5.	Geography	217
6.	You and Eye	189
7.	Through Children's Eyes	184
8.	Americans All	192
9.	Heritage: The Story of San Diego	194
10.	Meet the Arts	147
11.	Of Course We Speak Spanish	125
12.	Physical Education and Testing	119
13.	Crossroads to Discovery	106
14.	Art Around Us	103
15.	Places in the News	108
16.	Roundabout	73
17.	Man in Space	61
18.	Community	62
19.	Franklin to Frost	35
20.	Images of America	32
21.	Making of Music	32
22.	Peaceful Uses of Nuclear Energy	56
23.	Profiles: Music	25
24.	Profiles: Language Arts	20
25.	Sportsmanlike Driving (Driver Education)	10
		3,726

NOTE: Tabulation of late returns changes totals shown in Tables IV and V.

Custodian hurrying to move TV sets between classrooms. Increased utilization of ITV shows direct ratio to increased availability of TV sets

III: SUMMARY ANALYSIS OF QUANTITATIVE DATA

I. Tables IV, V, VI, and FIGURE 1: Elementary/Secondary Program Usage.

A. Range of classroom usage of 25 ITV program series broadcast, 10 to 505.

B. Range by grade level usage, 17 to 629.

C. Analysis of data shows that a high positive correlation exists between numerical program usage and the qualitative, educational value scores of merit assigned particular programs.

D. Considering availability of TV receivers, elementary programming is used frequently and consistently by a substantial number of K-6 teachers. Data collected indicates that better than 3,700 teachers have viewed one or more telecasts during the Fall 1967-1968 semester. This figure represents approximately 29% of the 12,852 full-time San Diego County certificated personnel for 1967-1968.

E. The reverse of the finding reported above applies to secondary level (7-12) usage. The fact that 228 secondary, (7-12) as compared with 3,024 elementary (K-6) teacher ITV program users was reported, attests to the validity of this generalization.

F. Where positive leadership favoring ITV utilization was exerted by district administrative personnel (superintendents, curriculum specialists, principals, and A/V-TV broadcast chairmen), these districts showed a significantly higher level of participation than did those districts where ITV usage was permissively left to teacher choice. District involvement ranged from a "systems-go" attitude and support to a "wait-see" consideration of ITV's educational value.

II. In-Service-Education viewing (Data collected at time of teacher interviews)

A. Most teachers interviewed disqualified themselves as adjudicators of In-Service Educational Programs because the vast majority of them had viewed none.

B. Of 201 teachers questioned, twenty-two indicated that they had viewed one or more In-Service Education programs.

C. Five of these teachers indicated that they were regular viewers of the program series they chose to view.

D. A large majority of the teachers reporting felt that In-Service Education program scheduling after a full day of teaching, and when many expressed the need to prepare for their next day's work, mitigated against teacher participation, and that, unless college or hurdle credit was given, this situation probably would continue.

E. A few teachers indicated that they would be willing to view these programs before school, but expressed caution concerning the scheduling of on-going series during this time slot because yard duty and other school-day preparations probably would interfere.

IV. FINDINGS SUMMARIZED, ANALYZED

I. Inferences drawn from data collected: elementary level (K-6) programming.

A. All elementary program series received a high rating (6 or above on a 10-point scale).

B. Considering the shortage of TV receivers in all school districts and most schools, these programs have been used frequently and consistently, but not equally so by all ITVA member districts.

C. Teacher comments stress the need for more TV receivers and programs; more locally-produced series; relevance to curriculum, social setting and local control were cited by teachers as reasons for this preference.

D. Scheduling problems remain as the principal detriment to the optimum usage of ITV programming; the right program at the right time in consideration of what is being studied at a given time.

II. Inferences drawn from data collected: secondary level (7-12) programming.

A. These programs are used by only a handful of secondary teachers indicating that consideration probably should be given to reducing the amount of these broadcasts until usage is educationally and economically more feasible. (Perhaps after on-site video tape recording and CCTV distribution becomes a reality.)

B. Locally produced, curriculum related ITV programs are preferred over syndicated programs and therefore, should be among those retained.

C. Usage is more frequent and consistent by teachers of special education classes, suggesting that (1) programming for these groups be given special consideration, and (2) strategies to induce more involvement by other secondary level (7-12) teachers and students is needed. (The "Consumers as Producers" (C.A.P.) strategy should help induce more secondary level involvement."

D. Same as I. - D. above, but much more so.

V. 1968 SPRING SEMESTER SURVEYS

January 29, 1968 to May 17, 1968

Follow through mailed qualitative questionnaire surveys were conducted during the third quarter of the 1967-68 school year. The surveys conducted included:

1. Elementary and Secondary level investigations of ITVA county schools not contacted by means of the interview/questionnaire surveys conducted during the preceding fall semester.

2. Elementary and Secondary level investigations of San Diego Unified School District Schools' ITV usage. The elementary survey included 25 city schools representing 5 schools in each of the district's five elementary school regions. All 31 of the San Diego Unified School District's secondary schools were polled.

3. A Parochial Schools ITV qualitative questionnaire survey.

These investigations yielded 271 responses. The product of these surveys appear in Tables VII, County Elementary and Secondary Schools Survey, and Table VIII, City Elementary and Secondary Schools Survey. Table IX shows combined County-City Elementary and Secondary scores of merit. Table X shows results of the Parochial Schools Survey.

Summary analysis of these data is combined with the fall interview/questionnaire surveys and forms Part Five of this report: Summary Analysis and Evaluation 1967-68 ITVA Activity.

TABLE VII.

COUNTY SCHOOL SURVEYS - SPRING SEMESTER, 1968

ASM - Average Score of Merit
SG - Study Guide ASM

		ELEMENTARY			SECONDARY			COMBINED
		NO. OF RESP'TS	ASM	S.G.	NO. OF RESP'TS	ASM	S.G.	NO. OF RESPONDENT
1.	Stepping Into Rhythm	7	8.29	7.28	- -			7
2.	Children's Literature	2	5.00	3.00	---			2
3.	News of the Week	6	7.17	3.16	3	8.00	8.00	9
4.	All About You	3	7.32	6.67	- -			3
5.	Geography	3	7.00	5.34	3	7.67	3.00	6
6.	You and Eye	4	7.75	7.75	- -			4
7.	Through Children's Eyes	4	7.25	6.25	- -			4
8.	Americans All	5	8.00	6.40	2	7.50	7.50	7
9.	Heritage	7	8.14	5.86	- -			7
10.	Meet the Arts	1	6.50	4.42	1	7.50	9.55	2
11.	Of Course We Speak Spanish	21	6.62	5.91	1	3.00	1.00	22
12.	P. E. & Testing	3	7.00	5.34	2	7.50	6.45	5
13.	Crossroads	-			4	6.25	7.25	4
14.	Art Around Us	-			-			0
15.	Places in the News	1	9.00	5.50	3	7.00	6.34	4
16.	Roundabout	-			-			0
17.	Man in Space	-			1	6.00	6.00	1
18.	Community	-			4	5.50	5.25	4
19.	Franklin to Frost	-			2	8.50	8.00	2
20.	Images of America	-			6	7.00	4.67	6
21.	Making of Music	-			-			0
22.	Peaceful Uses - Nuclear	-			1	8.00	7.00	1
23.	Profiles: Music	-			-			0
24.	Profiles: Language Arts	-			-			0
25.	Sportsmanlike Driving	-			1	7.00	9.00	1
26.	Exploring Sentences	2	7.00	9.00	1	9.00	10.00	3
27.	Looking at Language	-			2	4.00	7.25	2
	TOTALS	69	7.29	5.84	37	6.84	6.64	106

TABLE VIII.

CITY SCHOOL SURVEYS - SPRING SEMESTER, 1968

ASM = Average Score of Merit
SG = Study Guide ASM

		ELEMENTARY			SECONDARY			COMBINED
		NO. OF RESP'TS	ASM	SG.	NO. OF RESP'TS	ASM	SG.	NO. OF RESPONDENTS
1.	Stepping Into Rhythm	26	7.82	7.66	- -			26
2.	Children's Literature	7	6.25	6.28	- -			7
3.	News of the Week	13	7.38	6.11	3	5.33	1.33	16
4.	All About You	8	8.50	6.25	- -			8
5.	Geography	1	6.00	7.00	1	5.00	3.00	2
6.	You and Eye	1	7.00	6.00	- -			1
7.	Through Children's Eyes	- -			- -			0
8.	Americans All	5	7.60	7.40	4	6.25	5.25	9
9.	Heritage	1	7.00	9.00	- -			1
10.	Meet the Arts	1	7.00	7.00	- -			1
11.	O.C. We Speak Spanish	- -			1	9.00	10.00	1
12.	P. E. & Testing	1	9.00	1.00	- -			1
13.	Crossroads	- -			2	2.00	2.50	2
14.	Art Around Us	- -			4	5.50	3.25	4
15.	Places in the News	- -			11	6.18	3.90	11
16.	Roundabout	- -			- -			0
17.	Man in Space	- -			- -			0
18.	Community	- -			10	7.20	5.10	10
19.	Franklin to Frost	- -			4	7.25	5.75	4
20.	Images of America	- -			3	6.33	5.33	3
21.	Making of Music	- -			- -			0
22.	Peaceful Uses - Nuclear	- -			2	5.50	5.00	2
23.	Profiles: Music	- -			- -			0
24.	Profiles: Language Arts	- -			- -			0
25.	Sportsmanlike Driving	- -			5	7.40	6.80	5
26.	Exploring Sentences	16	6.68	7.87	- -			16
27.	Looking at Languages	9	6.78	6.67	- -			9
	TOTALS	89	7.38	6.59	50	6.11	4.83	139

TABLE IX.

COMBINED CITY/COUNTY SCHOOL SURVEYS

SPRING SEMESTER, 1968

ASM = Average Score of Merit
SG = Study Guide ASM

	ELEMENTARY			SECONDARY			COMBINED
	NO. OF RESP'TS	ASM	S.G.	NO. OF RESP'TS	ASM	S.G.	NO. OF RESPONDENTS
1. Stepping Into Rhythm	33	8.06	7.47	- -			33
2. Children's Literature	9	5.65	4.69	- -			9
3. News of the Week	19	7.28	4.64	6	6.67	4.66	25
4. All About You	11	7.91	6.46	- -			11
5. Geography	4	6.50	6.17	4	6.34	3.00	8
6. You and Eye	5	7.38	6.87	- -			5
7. Through Children's Eyes	4	7.25	6.25	- -			4
8. Americans All	10	7.80	6.90	6	6.88	6.37	16
9. Heritage	8	7.57	7.43	- -			8
10. Meet the Arts	2	6.75	5.71	1	7.50	9.55	3
11. O.C. We Speak Spanish	21	6.62	5.91	2	6.00	5.50	23
12. P. E. & Testing	4	8.00	3.17	2	7.50	6.45	6
13. Crossroads	- -			6	4.12	4.75	6
14. Art Around Us	- -			4	5.50	3.25	4
15. Places in the News	1	9.00	5.50	14	6.59	5.12	15
16. Roundabout	- -			- -			0
17. Man in Space	- -			1	6.00	6.00	1
18. Community	- -			14	6.35	5.18	14
19. Franklin to Frost	- -			6	7.88	6.87	6
20. Images of America	- -			9	6.67	5.00	9
21. Making of Music	- -			- -			0
22. Peaceful Uses - Nuclear	- -			3	6.75	6.00	3
23. Profiles: Music	- -			- -			0
24. Profiles: Language Arts	- -			- -			0
25. Sportsmanlike Driving	- -			6	7.20	7.90	6
26. Exploring Sentences	18	6.84	8.44	1	9.00	10.00	19
27. Looking at Languages	9	6.78	6.67	2	4.00	7.25	11
TOTALS	158	7.34	6.22	87	6.48	5.73	245

TABLE X.

Parochial School Survey

During the 1967-68 school year, the ITVA served eleven parochial schools by contractual arrangement based upon the 75 cent per ADA formula applied to public schools. These schools represent Roman Catholic, Lutheran and Pentecostal faiths and a combined ADA of 2,321 students.

Ten questionnaire forms were mailed with a covering letter to each ITVA member parochial school. Of the eleven schools contacted, three returned a total of 26 ITV Teacher Survey Forms. Inasmuch as the data collected was not in sufficient quantity to be treated on a program-by-program basis, it was grouped and treated by curriculum area designation. The product of this treatment appears in Table X.

TABLE X.

PAROCHIAL SCHOOLS SURVEY

CURRICULUM AREA	NO. OF RETURNS	AVERAGE SCORE OF MERIT	STUDY GUIDES
ART	3	8.5	5.9
FOREIGN LANGUAGE	1	8.0	Not Available
SCIENCE/HEALTH ED.	6	8.1	7.0
LANGUAGE ARTS	8	7.6	6.1
SOCIAL STUDIES	4	7.7	5.3
MUSIC	4	9.2	6.0
TOTALS	26	8.2	6.6

Analysis of the data shown above reveals that:

A. Parochial School teachers assigned scores of merit that correlated closely with those given by public school teachers, the average of these scores being 8.2 as compared with the 7.7 public school average.

B. Similarly comparable was the average score assigned to the educational value of study guide material, the product of which was 6.62 for parochial schools and 6.14 for public schools.

C. By inference, it can be concluded that parochial school teachers, like public school teachers, need more (1) receiver and VTR hardware, (2) software, especially at the primary level, and (3) time and experience to gain insight relating to effective utilization practices.

TABLE XI

ITV Programs for Classroom Use in California Public Elementary and Secondary Schools

STATION	CHANNEL	LOCATION	NO. OF ITV PROGRAMS
KEBS	Channel 15	San Diego	32
KQED	Channel 9	San Francisco	28
KTEH	Channel 54	Santa Clara	24
KVIE	Channel 6	Sacramento	22
KIXE	Channel 9	Redding	22
KCET	Channel 28	Los Angeles	20
KVK-21	ITFS	Fresno	16
KCOP	Channel 13	Los Angeles	14
KVCR	Channel 24	San Bernardino	13
KTLA	Channel 5	Los Angeles City	10
KICU	Channel 43	Fresno	5
KABC	Channel 7	Los Angeles	1
			207

Two hundred seven (207) different television programs for classroom use are being broadcast over 12* California stations - four of which are commercial broadcasting units, seven ETV and one ITFS.

The largest number of programs, 32, is carried by KEBS, Channel 15, San Diego Area Instructional Television Authority, San Diego, followed closely by KQED, Channel 9, San Francisco, with 28 in-school programs. The number carried by each station in rank order is listed above.

ETV Channel 14 is not broadcasting regularly to public elementary and secondary schools. Arizona Station KIVA, Channel 11, and San Diego Station, Channel 8, are not included; the former is outside of California; the latter broadcasts adult education programs but not for classroom use.

SOURCE: Instructional Television in California, State Dept. of Education, 1968
5/21/68

View from Master Control Room, KEBS-TV, shows "News of the Week" prior to taping

PART TWO: SUPPORTING SURVEYS

Unsolicited Interest Shown

ITV program utilization in classroom situations has been of considerable interest to an appreciable number of member school districts, curriculum people and professional educational organizations. As a consequence, educators representative of these groups have voluntarily conducted surveys and reported their findings independently of those initiated by the ITVA. Several of these investigations have been made available to the Project Evaluator and are included in this report because they make a substantive contribution to the scope and depth of this study. Brief descriptions, analysis of findings and, in some cases, evaluation based on these data form this section of the report.

I. Chula Vista City School District Surveys

The most extensive of the supporting ITVA surveys was conducted by Mr. Ben Howard, AV/ITV Teacher on special assignment in the Chula Vista City School District. The district employs 595 certificated and 300 classified personnel (as of May 23, 1968), has an ADA of 13,122 regular and 144 pre-school pupils housed in 21 schools, an average class size of 30 pupils and a mobility rate of 20 (per 1,000). According to a November 1967 Survey, ethnic distribution of its pupils is: Spanish surname 19%, other white 26%, other non white 2%, Chinese, Japanese and Korean 2% and Negro 1%. A sizeable number of Chula Vista's adult population is employed in San Diego's Center City. The largest numbers employed in Chula Vista's incorporated area work at Rohr Corporation (9,209; Aircraft Power Packages) or Vista Slack Corporation (900; Men's Slacks).

Excepting for an ethnic mix ratio that varies somewhat from that of the County at large (higher than average Spanish speaking and lower than average Negro populations), the Chula Vista City District, which is located south-southeast of downtown San Diego and north of the Mexican border, serves well as a representative prototype of the medium large (12 - 18,000 ADA) school districts that are contiguous to the center city.

A. The Chula Vista City School District welcomed the advent of ITV in San Diego County by subscribing to membership in the Authority, providing its teacher staff with reception and recording hardware, and creating the position of AV-ITV teacher on special assignment to coordinate AV and ITV utilization throughout the district. In addition, the ITV coordinator conducted surveys which yielded both quantitative and qualitative data including teacher "Suggestions for Improvement". Chief of these investigations was the ITV Survey conducted between November 5 and December 13, 1967. Tables I, II and III of the Chula Vista Study provide analysis of (1) the total number of classes in the district, (2) the number of these classes viewing ITVA program series (tabulated by grade level and shown as the percent of the total number of classes at each grade level including special, ungraded class grouping) and, (3) a grade level analysis of the total number of students observing compared with the district-wide enrollment of K-6 and special education classes, expressed as "percent of total students observing at each grade level." Table III also designates the district-wide total number of students viewing each program series and the grand total of district-wide viewing.

B. CVCSD "Exploring Sentences" Survey. A second, single program usage survey was conducted late in April 1968. It was reported that 140 Chula Vista School District teachers were using the ITVA's Roberts English Series "Exploring Sentences Program" (ESP). This report indicated that 3 third, 39 fourth, 50 fifth, 47 sixth grades plus one E. H. class used the "ESP" Series regularly.

Excepting the E. H. Class, and figured at 30 pupils per classroom times 139 classes, the report indicates that 4,170 students viewed the "ESP" telecast during the week the survey was taken.

To be fair to the whole picture, it must be pointed out that Chula Vista City School District "ESP" utilization is atypical of the ITVA's member districts as a whole. Reaction to the ESP on a county-wide basis indicates a divergency of opinion ranging from strongly negative ("It's so poor, we've discontinued viewing it") to strongly positive ("We need more programs like this"). On the basis of all ESP data received, it would appear that the central tendency of all opinions combined would cluster slightly to the left of the 50th percentile.

Chula Vista teacher anecdotal comment about ITV programming and usage follows Table III of the Chula Vista Study.

II. Oceanside Union School District Surveys

Under the direction of Dr. Gladys Halvorsen, Assistant Superintendent, Instructional Services, this district conducted two surveys. These investigations were (1) a school-by-school and grade-by-grade quantitative survey indicative of regular or occasional viewing of specified ITV program series, and (2) a student attitude - interest inventory and teacher basic questions Foreign Language Survey. The product of the first survey data is shown on Tables I and II. Tables III and IV show the results of the student attitude-interest inventory and teacher basic questions survey respectively.

III. South Bay Union School District Survey

This school district conducted a two-part survey. Part One lists program usage by grade level and a "Good, Fair, Poor" rating reflecting teacher opinion of the educational value of the programs viewed. Part Two consists of teacher comments about program quality, scheduling problems and programs these teachers believe should be included in the ITV broadcast schedule.

Part I of South Bay's ITV Survey appears in Table I. Part Two, teacher comments, follows Table I.

CHULA VISTA CITY SCHOOL DISTRICT

January 9, 1968

ITV SURVEY

During the period November 5, 1967 - December 13, 1967 an ITV Survey was conducted by Ben Howard, Special Teacher Audio-Visual/ITV, in all schools in the Chula Vista City School District. The Survey procedure was as follows: each school was visited on a prescheduled date. Each teacher in every building was interviewed. The following were the questions generally asked:

1. What ITV programs are you observing with your class?
2. What is your evaluation of these programs?
3. What subject area or areas would you like to see on ITV that is not now available?
4. Do you have any specific problems with regard to reception, utilization or availability of TV sets?

Data collected by the survey was tabulated in the following manner.

Table 1 represents:

1. Programs being viewed in the district.
2. The number of classrooms in the district.
3. The number of classrooms observing each program.
4. The percent of the total classrooms represented.

Table II represents, by grade level the following information:

1. The programs being viewed.
2. The number of classes this grade level in the district.
3. The number of classes at a grade level observing.
4. The percent of classes this grade level observing this particular program.

Table III represents, by grade level the following information:

1. The programs being viewed.
2. The number of students each grade level in the district.
3. The number of students each grade level observing the program.
4. The total number of students observing the program.
5. The percent of the total students of a grade level observing.

*Computation was carried to three figures and rounded off.

Figures used for these two tables were obtained from each school's weekly report of enrollment ending December 8, 1967. (This date was chosen since it was felt that this period represented a mean of the enrollment during the survey period.) This report lists each grade level and the number of pupils per teacher.

While teachers recognized that as ITVA grew there would be a wider selection of programs to cover specific areas and a closer correlation with the curriculum of the participating school districts, they expressly desired the following improvements:

1. Teachers K-6 wanted a science program appropriate for their grade level.
2. Second in importance was the definite need for a news program suitable for primary grades.
3. There were also concerns about programs for other areas of the curriculum:

    Mathematics
    Social Studies
    Physical Education (primary)
    Music
    Art
    Literature
    Spanish (K-6)

The most generally recorded comment from teachers was that the programs presented were excellent and that they provided enrichment as well as new methods and materials for the children. Teachers recognized that there could also be an improvement in the quality of their teaching through their observation of good examples as demonstrated by the television teachers. As one teacher put it, "Television is the most outstanding contribution to the field of education in the past ten years." This statement reflects the attitude of most teachers in the district. There is complete acceptance of ITV as an adjunct to good teaching practices in the classroom.

There were also many responses concerning reception this year. Teachers were pleased with the increased output which has resulted in excellent reception. Other concerns were regarding TV set availability (as soon as the district quota of six TV sets per building is achieved this problem will be alleviated) and problems of scheduling. The problem of scheduling is somewhat more complex. Teachers recognized that the ITV scheduling cannot be ideal at this time due to the different schedules of participating school districts.

Some suggestions for improvement appear evident from this survey:

1. Provide multiple channel broadcasting to allow greater flexibility for scheduling.
2. Provide a broader scope of programs at all grade levels to allow more discriminate selection.
3. Provide a means whereby teachers may preview new programs to test appropriateness for their grade level.
4. Provide guidance for selection and internal (school building) scheduling for teachers to prevent repetition of programs in succeeding years for students.
5. Provide direct communication to teachers if program schedule is changed e.g., failure of transmitter, pre-empting of program, etc.
6. Provide opportunities for teachers to observe teaching methods using ITV teacher as model.
7. Provide ITV facilities for the O.H. classes at Rogers and for the T.M.R. classes at Ann Daly School.

CHULA VISTA CITY SCHOOL DISTRICT

January 9, 1968

TABLE I

PROGRAM	NUMBER OF CLASSROOMS IN DISTRICT	NUMBER OF CLASSROOMS OBSERVING	PERCENT OF TOTAL CLASSROOMS OBSERVING
All About You	455	82	18
Americans All		36	8
Art Around Us		6	1
Children's Literature		118	26
Community		3	1
Crossroads		26	6
Geography		48	11
Heritage		43	9
Images of America		3	1
Making of Music		1	-
Man In Space		7	2
Meet The Arts		23	5
News of the Week		77	17
Peaceful Uses of Nuclear Energy		4	1
Physical Education & Testing		17	4
Places in the News		22	5
Roundabout		13	3
Spanish		69	15
Stepping Into Rhythm		111	24
Through Children's Eyes		62	14
Today We present		16	4
You & Eye		38	8
	455		

CHULA VISTA CITY SCHOOL DISTRICT
January 9, 1968

TABLE II

PROGRAM	NUMBER OF CLASSES AT GRADE LEVEL (TOTAL - 455)															
	6 60	5 58	4 63	3 59	2 68	1 58	K 67	Spec 22								
	NUMBER OF CLASSES AT EA. GRADE LEVEL OBSERVING								PERCENT OF TOTAL OBSERVING							
	6	5	4	3	2	1	K	Spec.	6	5	4	3	2	1	K	Spec.
All About You	2	0	1	15	23	28	8	5	3	0	2	25	34	48	12	23
Americans All	6	25	3	1				1	10	43	5	2				5
Art Around Us	4	2							7	3						
Children's Literature				22	37	27	24	8				37	54	47	36	36
Community		1		1	1					2		2	1			
Crossroads	11	15							18	26						
Geography	6	14	26	1				1	10	24	41	2				5
Heritage		2	31	8	1			1		3	49	14	1			5
Images of America	2	1							3	2						
Making of Music		1								2						
Man In Space	3	2	2						5	3	3					
Meet The Arts	8	10	4				1		13	17	6				1	
News of the Week	22	26	20	8	1				37	45	32	14	1			
Peaceful Uses of Nuclear Energy	2	1	1						3	2	2					
Physical Education & Testing	2	6	7	1				1	3	3	11	2				5
Places in the News	12	9	1						20	16	2					
Roundabout						3	8	2						5	12	9
Spanish	60	6		1	1			1	100	10		2	1			5
Stepping Into Rhythm				13	21	28	45	4				22	31	48	67	18
Through Children's Eyes	11	19	9	18	2			3	18	33	14	31	3			3
Today We Present	8	2	3	2	1				13	3	5	1				
You & Eye	8	15	8	3	2			2	13	26	13	5	3			9

CHULA VISTA CITY SCHOOL DISTRICT

January 9, 1968

TABLE III

NUMBER OF STUDENTS EACH GRADE LEVEL (TOTAL - 13,006)

	6	5	4	3	2	1	K	Spec.
	1691	1781	1810	1725	1892	1898	1916	293

PROGRAM	NUMBER OF STUDENTS IN EACH GRADE LEVEL OBSERVING									PERCENT OF TOTAL STUDENTS AT EACH GRADE LEVEL OBSERVING							
	6	5	4	3	2	1	K	Spec.	TOTAL	6	5	4	3	2	1	K	Spec
All About You	53		28	418	650	839	225	80	2293	3		2	24	34	44	12	27
Americans All	146	725	78	11				11	971	9	41	4	1				4
Art Around Us	97	20							117	6	1						
Children's Literature				582	1103	782	690	123	3200				34	58	41	36	42
Community		34		19	10				63		2		1	1			
Crossroads	295	413							708	17	23						
Geography	160	389	835	14				15	1413	9	22	46	1				5
Heritage		48	931	223	29			16	1247		3	51	13	2			5
Images of America	53	31							84	3	2						
Making of Music		34							34		2						
Man In Space	88	68	58						214	5	4	3					
Meet The Arts	215	263	132				30		640	13	15	7				2	
News of the Week	709	775	590	220	22				2316	42	44	33	13	1			
Peaceful Uses of Nuclear Energy	58	33	27						118	3	2	2					
Physical Education & Testing	60	167	227	29				15	498	4	9	13	2				5
Places in the News	365	266	31						662	22	15	2					
Roundabout						86	222	32	340						5	12	11
Spanish	1691	107		51	7				1856	100	6		3				
Stepping Into Rhythm				368	672	869	1159	62	3130				21	36	46	60	21
Through Children's Eyes	314	574	298	537	21			43	1787	19	32	16	31	1			15
Today We Present	220	49	88	57	56				470	13	3	5	3	3			
You & Eye	222	464	232	68	58			26	1070	13	26	13	4	1			9

Anecdotal Comments from Teachers on Programs

All About You

Excellent program
Notify in advance if changes are made
Outstanding program
Had to drop, too difficult for my class
Saw last year, shouldn't repeat same program
Didn't have guide soon enough
Children react to this program
Too factual
Guides need more information
Geared too low for my class
The best program on ITV
Teacher is learning too

Americans All

Very good
Excellent
Good biographies
Outstanding program

Children's Literature

It's a fair program
I believe I do a better job of story telling
What a sickeningly sweet voice
An excellent program
The teacher's voice is monotonous
I had to drop this due to schedule conflict
Too low for my second grade
Very poor teacher
Program schedule conflicts with reading program
Teacher has a terrible voice
Story telling too primary
Tell us when you have reruns
I previewed, it's too juvenile
Children laugh at TV teacher

Crossroads

Too structural, problems not practical
Outstanding
Very good
Excellent
I use this by watching the problem presented and then turn the set off and have children solve the problem then on a repeat showing compare their solution. Children are learning!

Geography

Don't announce grade level on TV
Outstanding program
Instructor is excellent
Excellent
Too difficult for 4th grade
All programs are outstanding
Difficult to understand
Dropped - too primary for 6th grade
Send Guides!
Very good program

Heritage

It's too bad we are not studying this unit now.
Not enough follow-up from one lesson to another
We are watching this now, but are studying Japan. Hope it is repeated in spring
Excellent program
Children enjoy this very much
Guide not related to program

Meet The Arts

Need more in this series.
Outstanding program
Excellent
Started out as outstanding series but dropped off near the end
A wonderful bringing together of the arts, something very difficult for the classroom teacher to attempt

News of the Week

We wouldn't miss this program
Generally excellent
Too much talking
Programs not related to guide
Had us make masks but then didn't use them enough
Children enjoyed very much, became very interested in news.

Physical Education and Testing

Very good program. There is also a real need for such a program for primary grades!
Hope this is repeated during our testing period in the spring.

Places In The News

Outstanding
Excellent
Need to know when repeat is scheduled

Roundabout

Excellent activities
Dropped, too immature

Of Course We Speak Spanish

Excellent
Moves too slowly
Should be extended K-6
Program very well done

Stepping Into Rhythm

Excellent
Had to drop due to scheduling
Children love this program
Too immature
Excellent directions
Outstanding teacher
Teaming schedule prevents our viewing this program
Very good
This is by far the best program available in all respects
Send guides

Through Children's Eyes

Excellent
My children stay in from recess to watch this program
Outstanding
Don't announce grade level
This is by far the best program we watch
Had to drop - due schedule
Television teacher talks too much

You & Eye

Dropped this; too elementary
Excellent
Outstanding
Too sophisticated

CHULA VISTA CITY SCHOOL DISTRICT

Follow-Up Study on ITV Survey

An ITV Survey conducted by Ben Howard, AV-ITV Teacher on Special Assignment for all schools in the Chula Vista City School District was reported January 9, 1968. The following improvements and suggestions from that survey which have been acted upon by both the Chula Vista City School District and the ITVA seem worthy of reporting.

1. Teachers K-6 wanted a Science Program appropriate for their grade level. The ITVA has added the science series:

Just Wondering	K-1
Let's Investigate	3-5

2. There were also concerns about other areas of the Curriculum:

   Physical Education (primary), Mathematics, Music and Health Education.

   As a result of comments on these concerns the ITVA has added:

Decisions - Health	5-8
The Symphony Orchestra - Music	4-8
The Many Sounds of Music - Music	7-12

Physical Education Primary) Scheduled for
Geometry) Spring 1969-70

3. Many adverse comments from teachers surveyed concerning the literature program for primary grades influenced the ITVA's dropping that program and replacing it with a more suitable series.

4. The Chula Vista City School District Administration following the recommendations indicated by the survey has completed the following:

   a. Authorized purchase of additional television receivers to bring each school to a quota of six sets per school.

   b. Provided ITV facilities for the O.H. class at Rogers School and for the TMR class at Ann Daly Center.

   c. Authorized purchase of a 1/2" VTR Model TCV 2100 Sony and camera for experimental teacher In-Service training utilizing Micro-Teaching.

   d. Authorized purchase of a 1/2" DVK 2400 Sony Videocorder and Camera Ensemble with zoom lens (portable unit-sling) for use in filming field trips, cultural arts demonstrations, administration and public relations uses.

e. Established the office of the Special Teacher which has provided a direct link between the School District, schools and the ITVA so that teachers are informed of changes in schedule due to failure of transmitter, preempting of programs, etc.

f. At the school level there has been a greater acceptance of ITV as an adjunct to good teaching practices in the classroom through observation of good examples as demonstrated by the television teachers.

g. School administrators have provided needed assistance in scheduling and selection of programs thereby freeing the teacher from this added responsibility.

h. It is also apparent that an attitude of acceptance of ITV by the building administrator provides the impetus needed to involve teachers in utilization of available programs.

i. Forms have been provided whereby teachers might continue reporting anecdotal comments concerning television programs they are viewing.

j. Monthly scheduled meetings of the school districts A-V/ITV committee provide the opportunity of airing and sharing comments and problems in the area of ITV. These are then forwarded to ITVA for action.

Summary

Much remains to be done. Closer correlation between the school curriculum and the ITV programs needs to be brought about by continuous study to allow for changes as they occur. Long range planning in scheduling of programs needs to be developed so that programs are replaced periodically to prevent continuous repetition. Continued improvement of production which has a direct bearing on curriculum by turning to local production guided by representatives of participating local districts who are knowledgeable in curriculum development, child growth and backgrounds of the students of this area should be part of this plan. Funding also needs to be provided, however, so that the quality of production doesn't suffer as the content of programs improves. In curriculum areas where a specialist is generally required, e.g., physical education, music, programs are needed at all grade levels. Programs designed to expose students to the positive aspect of good in society need to be developed and aired.

Multiple channel broadcasting to allow for greater scheduling flexibility and conversion to color also are items that need consideration.

Teacher-Producer Gail Dionne shows artifact during video taping of "Art Around Us" ITVA program series

TABLE I

OCEANSIDE UNION SCHOOL DISTRICT

PROGRAM VIEWING - 1967 - 68

*Abbreviations - School names
R - Regular   O - Occasional

Title	Schools																				Program Totals	
*	Dit.		La.		Lib.		Miss.		N.O.		N.T.		Palm.		SLR		S.M.		S.O.		Rg	Occ
	R	O	R	O	R	O	R	O	R	O	R	O	R	O	R	O	R	O	R	O		
*All About You			1				6	3			1	1	8		3		3		8	1	30	5
Art Around Us													1		1						2	0
Americans All		2	2		3				1		3	1			1		2	1	3		15	4
*Children's Lit.						2					3	1	6		5			4	4	1	18	8
Crossroads			1	1		1				2			1					1			2	5
Geography		1	1		3	2			1	1	2		1		1						9	4
Heritage		1	2		3				1		1		2		2		2		2		15	1
Meet The Arts		1	3						1	1	1							2			5	4
News of the Week		2	5		5	2	4	2	3	1					3			2	4	2	24	11
Of Course We Speak Spanish	2		3		3		3		2		3		3		3		2		3		27	0
P. E. & Testing		1		1	1		2	2							1						4	4
Places in the News			1						1	1	5	2						1			7	4
Looking at Language				1									4								4	1
Exploring Sentences			7	1	8		1	1	3		10	2					2		1		32	4
Roundabout											1										1	0
*Stepping Into Rhythm											4	1	5		5		2		5	1	21	2
Through Children's Eyes		2				1				1	1	1	4						1	1	6	6
You and Eye (Art)		2	2		1	1				1	1	1	3		4			2			11	7
Today We Present																		1			0	1
Newstime			1																		1	0
News			1	1																	1	1
Total Teachers Per School	2	12	30	5	27	9	16	8	13	8	36	10	38	0	29	0	13	14	31	6	235	72

*Special Ed. Teacher watching these programs regularly (Palmquist School)

TABLE II

PROGRAM VIEWING - 1967-68

R - Regular O - Occasional

Title	Kgn.		1		2		3		4		5		6		7/8		Program Totals		
	R	O	R	O	R	O	R	O	R	O	R	O	R	O	R	O	R	O	Tot.
*All About You			10	2	11	1	7	2			1		1				30	5	35
Art Around Us			1								1						2		2
Americans All									1		13	2	1	2			15	4	19
*Children's Literature		1	7	2	4	2	7	2		1							18	8	26
Crossroads to Discovery										1	1	1	1	3			2	5	7
Geography							1	1	3	1	4		1	2			9	4	13
Heritage									11	1	1		3				15	1	16
Meet The Arts									2	2			3	2			5	4	9
News of the Week							2	1	8	2	9	2	5	6			24	11	35
Of Course We Speak Spanish													27				27		27
P. E. and Testing									1	2	3	2					4	4	8
Places in the News									2		4		1	4			7	4	11
Looking at Language									2		1		1	1			4	1	5
Exploring Sentences							1	1	10	1	8	1	13	1			32	4	36
Roundabout			1														1		1
*Stepping Into Rhythm	2		9	1	7		3	1									21	2	23
Through Children's Eyes							2		2	2	1	2	1	2			6	6	12
You and Eye (Art)							3		4	2	2	3	2	2			11	7	18
Today We Present												1						1	1
Newstime									1								1		1
News													1	1			1	1	2
Total Teachers per grade level	3		33		25		34		62		63		86				235	72	307

* Special Ed. Teacher watching these programs on a regular basis.

TABLE III.

OCEANSIDE UNION SCHOOL DISTRICT

April 2, 1968

ITV FOREIGN LANGUAGE AND ATTITUDE-INTEREST INVENTORY:

Item 1. The class as a whole generally has a positive attitude toward foreign language instruction.

Yes 11 No 8

Item 2: Interest in the program is:

High 0 Average 10 Low 7

Item 3: Compared to last year's "Aventura Espanola", the current program "Of Course We Speak Spanish" seems to be for the students:

More appealing 10 Less appealing 1 About the same 1

Item 4: Student interest in the program since its inception to the present has shown:

A rise in interest 1 A loss in interest 12

Interest has remained about the same 6

Item 5: The students seem to enjoy and react more favorably to the:

Telecasts 0 Drill records 0 Visiting Teacher 19

Item 6: The content of the telecasts has been paced:

Too fast 0 Too slow 6 About right 13

COMMENTS:

1. Use of children (on locally-produced programs) helps. Cultural information is good.
2. The children could have cared less about the vocabulary presented. Poor content for sixth grade interests.
3. Not enough aids to go with program.
4. Well planned.
5. Program would be good if followed up more by Spanish teacher.
6. Not enough emphasis on high interest drill such as songs, games, etc.

TABLE IV.

OCEANSIDE UNION SCHOOL DISTRICT

April 2, 1968

B. TEACHER FOREIGN LANGUAGE BASIC QUESTIONS:

Item 1. Would you make use of reruns of lessons 41 to 60 beginning Monday, April 15?

No: 12 Yes: 7

Item 2. Are you interested in a regional workshop in Oceanside in the Fall specific to the "Of Course We Speak Spanish" series?

No: 6 Yes: 13

Item 3. Do you have any specific ideas, suggestions, or problems related to the "Of Course We Speak Spanish" series?

Comments: 11 No Comments 8

1. The whole concept was outstanding and very challenging.
2. This series is an improvement over last year.
3. I think the planned program of four showings will allow for much greater flexibility in scheduling for the teacher.
4. Program much better than the one we used last year.
5. We need prepared cards and pictures for reinforcement.
6. We need more aids sent to us such as photos, phrases, tapes.

TABLE I.

SOUTH BAY UNION SCHOOL DISTRICT

I.T.V. SURVEY

NAME OF PROGRAM	NUMBER WHO ARE WATCHING REGULARLY	OCCASIONALLY	GOOD	FAIR	POOR
KINDERGARTEN LEVEL - 29 TEACHERS					
Children's Literature	9	3	10	2	
Stepping Into Rhythm	10	2	12		
Profiles in Music	1		1		
Roundabout	2	1	2	1	
FIRST GRADE LEVEL - 31 TEACHERS					
Children's Literature	9	8	11	4	2
Stepping Into Rhythm	9	4	9	2	2
All About You	7	1	8		
SECOND GRADE LEVEL - 31 TEACHERS (Includes 4 - 2nd/3rd grade teachers)					
All About You	4		3	1	
Children's Literature	8	2	7	2	1
Stepping Into Rhythm	5	2	6	1	
Through Children's Eyes	1			1	
News	1	1	1	1	
THIRD GRADE LEVEL - 21 TEACHERS					
Through Children's Eyes		2	22		
Children's Literature	4	2	4	2	
Stepping Into Rhythm	4	2	6		
All About You	3		3		
News of the Week	1		1		
Americans All	1	1	2		
FOURTH GRADE LEVEL - 26 TEACHERS (Includes 3 - 4th/5th Comb. - 2 - 3rd/4th Comb.)					
Stepping Into Rhythm	1		1		
Crossroads	1	1	1	1	
Heritage*	13	1	14		

NAME OF PROGRAM	NUMBER WHO ARE WATCHING REGULARLY	OCCASIONALLY	GOOD	FAIR	POOR
FOURTH GRADE LEVEL (CONTINUED)					
California Heritage*		1	1		
News of the Week	5	1	2	4	
California History*		1	1		
Geography	8		8		
You and Eye	4	3	6	1	
Physical Education & Testing	2		2		
Meet The Arts	3	2	1	4	
Americans All	4		3	1	
Through Children's Eyes	3	1	3	1	
Places In The News	1		1		
Physical Education	2		1	1	
Early California*		1	1		
Franklin to Frost	1		1		
FIFTH GRADE LEVEL - 21 TEACHERS (Includes 2 - 5th/6th grade teachers)					
Meet The Arts	1		1		
Through Children's Eyes	2		2		
Crossroads	1	1	2		
You and Eye		3	2	1	
Americans All	6	1	7		
Geography	3	1	4		
Children's Literature	1		1		
Places In The News	2		2		
Images of America		1	1		
Heritage		1	1		
Physical Education & Testing		1	1		
News of the Week	1		1		
SIXTH GRADE LEVEL - 19 TEACHERS					
Places In the News	5	3	7	1	
News of the Week	4	2	5	1	
We Speak Spanish		3	2	1	

NAME OF PROGRAM	NUMBER WHO ARE WATCHING REGULARLY	OCCASIONALLY	GOOD	FAIR	POOR
SIXTH GRADE LEVEL (CONTINUED)					
Meet The Arts		1	1		
Man In Space		1	1		
You and Eye		1	1		
Geography	3	1	4		
Americans All	2		2		
Through Children's Eyes	1		1		
Crossroads		1	1		
Linguistics & Language Learning	1		1		
Art Around Us	1			1	

COMMENTS

I still think a Spanish series of lessons based on our textbook would be helpful. Also a science series based on our textbook. (6th)

I would like to have my class attend the program "All About You" (Health) but it is broadcast at 9:45 when it is recess time. (1st)

We need more Science and Social Studies programs for grades 1-4. (3rd)

Programs often don't seem to be geared to grade level listed for them - they seem high. Also don't hold interest of class - possibly because too high. Best program we have watched was "Africa" series on regular TV, not ITV. Perhaps borrowing ideas from commercial TV would pep up educational ideas. (4th)

No problems - better reception this year - thanks for the interest. (5th)

Very satisfied with the programs I've seen. (6th)

I don't like the woman on "Children's Literature" (Delores Dudley) - her voice is not the best kind for story telling. Could use more pictures with story. (Kdg.)

Have choice of two times for Primary grades - before 2:15. (1st)

The health series "All About You" creates the most interest for my first grade.(1st)

I find both of these programs very good ("All About You" and "Stepping Into Rhythm"). I wish ITV had more to offer to primary children. (3rd)

"Lit" program material good - cannot understand raconteur, poor inflections, etc. "Rhythm" not set up for class participation - no value in watching. "All About You" time impossible for our schedule - recess or after dismissal. No other programs suitable for grade level. (1st)

The teacher is speaking more slowly and clearly than at first. (Children's Lit)(2nd)

Seldom use because of the timing and my own schedule. Also not many programs are scheduled for grade 3. (3rd)

COMMENTS (CONTINUED)

I think more time could be spent on each subject. The program moves much too fast. It is several weeks ahead of the class already (Heritage-S.D.) (3rd/4th)

These two programs are really wonderful for the needs of the children in my room - we have a language handicap and can't get enough of this type of enrichment. ("Children's Literature" and "Enrichment") (5th)

A schedule of what will be covered on each program. (Kdg.)

These programs are excellent - "Children's Literature" and "Profiles-Music". (Kdg.)

All programs are well done and well planned - I wish they could be continued longer into the year. (1st)

I am very pleased with the present programs. (3rd)

Time schedules are the biggest problems. Good programs always come at recess. Need better antennas - too much snow and interference. I get 15 solid at home on a high antenna. (6th)

The "Rhythms" program should try to repeat or review some of the songs learned more often. (Kdg.)

I do wish there were a science program for really primary grades to implement our text or perhaps a weekly presentation of operations on numbers to help the teacher develop new concepts for classroom reinforcement.

Teacher with a more soothing voice (Children's Literature) (1st)

The "Children's Literature" would be more effective if the selection of stories were more on the line of classics. (2nd/3rd)

So many more programs are given for grades 4-6 that it is hard to find something for Grade 3 that interests them and does not come at recess time. (3rd)

Very limited for 3rd grade. Often too primary for our use. Most programs come during a recess period. (3rd)

Good for enrichment and better students ("Franklin to Frost"). (4th/5th)

I wanted to see "Through Children's Eyes" but the two times it is offered interferes with our schedule. Could it be offered 3 times a week? (4th)

Some programs conflict with Standard School Broadcast on Thursday at 11:00 a.m. I suggest a broadcast on primary level at this time. Also most recesses end at 10:30 and 2:30 - both times TV is scheduled. (5th)

"Through Children's Eyes" - Hostess' voice irritating. New program suggestion - Sports Skills programs for intramural athletics. (6th)

"Children's Literature" - pictures are often hard to see. Stories chosen are only fair. The story teller could use more expression in her voice. (Kdg.)

Everything has gone smoothly so far. (6th)

COMMENTS (CONTINUED)

If programs could be broadcast early A.M. ("News of Week" - "Places in News") it would correlate with our news times. Others are alright.

Needs some follow up ("Children's Lit." and "Stepping Into Rhythm"). Lot of the programs are during primary recess time. (2nd)

"Roundabout" is good for enrichment. "Stepping Into Rhythm" excellent and children learn easily from it. Literature sometimes a little slow, but well planned. (Kdg.)

Missed part of series ("All About You") so will pick up when repeats start. Terrible time schedule (recess) and 3 classrooms to a set and a manual makes for noisy, squirmy sessions. (1st)

Suggestions for new programs - children love science stories, insects, sea life, space. "Children's Literature" as presented is too "babyish" - more interesting stories, more direct presentation, less moralizing, less yah-yah-yah: sweet talk! (1st)

There is no suitable time for second graders to watch ITV programs. The program available interferes with our recess time. (2nd)

I have not used it yet. The times are not convenient. Also there are not that many offered. (2-3)

Have made an effort to watch "Heritage" because of its adaptability to the California social studies unit. However, I find the dramatic presentation to be so poor the program is irritating to watch. I feel that the "Process to Product" program series presented last spring is one of, if not the best ITV has presented. I would like to see this series continued, possibly using the problems presented in the various levels of the "Concepts in Science" state texts. (3rd/4th)

Occasionally repeats of news or a second week have caused awkward moments. Also, it may be more interesting if "Americans All" showed more of the places about which they are talking. (4th)

The only improvements I can suggest are technical ones, involving the actual broadcasting process. It is very disappointing to have a lesson all motivated and then turn on the set and see double pictures, static, snow, etc. Sometimes the screen doesn't clear up for the entire duration of the program. (4th)

Rarely watch - by the time I locate a TV, get it in room and set up, close curtains, etc., the program is half over. It seems to be more trouble than it's worth.

Would prefer "Roundabout" on Friday AM if possible. (Kdg)

Have observed music and literature program and don't feel they fit into my program of study. (2nd)

Illustrations used in Thanksgiving "Literature" program were very poor - much too "busy". (3rd)

The Physical Education started off with a bang but is now dragging with repetition.

We are unable to get a very good picture because of our location. I have not used regularly because of this, but I think the programs are quite good and I plan to try to use them regularly. (5th)

IV. The San Diego Teachers Association, Elementary and Secondary Instruction Committee Surveys:

These SDTA Committees conducted elementary and secondary surveys which sought teacher opinion regarding the ITVA's "proposed schedule of programs for the fall semester of 1968". Item analysis of these surveys is shown in the tables that follow.

TABLE I. ITEM ANALYSIS
SDTA ELEMENTARY INSTRUCTION COMMITTEE OPINION
PROPOSED ITVA 1968 FALL BROADCAST SCHEDULE

		YES	NO	NO RESPONSE	TOTAL
1.	Would a 3 to 5 minute break between each program be helpful?	10	13	1	24
2.	Programming originals on or near the hour and repeats on or near the half-hour.	12	2	10	24
3.	In-service education - alternate times offered.	14	4	6	24
4.	Keep repeats separated by a day or two.	16	1	7	24
5.	Begin afternoon programming at 12:45.	19	3	2	24
6.	Primary programs in the afternoon or after 11:00 a.m. only.	12	7	5	24
7.	Most primary programming before 1:50 pm.	16	3	5	24
8.	Grades 5 & 6: No programming between 1:50 and 2:15 pm.	4	5	15	24
9.	Keep programs of the same grade level at the same time all week long.	15	1	8	24
10.	Schedule as it stands is generally very good.	13	5	6	24
11.	Do you have suggestions for additional programs?	11	7	6	24

ELEMENTARY: Number on Committee 50
Number of Responses 24

TABLE II. ITEM ANALYSIS
SDTA SECONDARY INSTRUCTION COMMITTEE OPINION
PROPOSED ITVA 1968 FALL BROADCAST SCHEDULE

	YES	NO	NO RESPONSE	TOTAL
1. Would a 3 to 5 minute break between each program be helpful?	2	0	2	4
2. Programming originals on or near the hour and repeats on or near the half-hour.	0	1	3	4
3. In-service education - alternate times offered.	1	0	3	4
4. Keep repeats separated by a day or two.	0	0	4	4
5. Schedule as stands is generally very good.	0	1	3	4
*6. When would it be best to schedule secondary programs.	0	0	4	4
7. Would it be best to use video tape recorders for secondary schools?	4	0	0	4
8. Do you have suggestions for additional programs?	1	0	3	4

*Not transferable to analysis.

SECONDARY:		
	Number on Committee	30
	Number of Responses	4

V. The Cajon Valley Union School District and San Diego Unified School District "Physical Fitness and Testing" ITV Program Survey

Boyd Bevington, Physical Education and Health Education Curriculum Specialist, Cajon Valley Union School District, conducted a district-wide survey concerning ITVA's locally-produced P.F. & Testing series. Ashel Hays, P.E. & Health Education Specialist for the San Diego Unified School District did the same. The Survey was in two parts: (1) Those programs (6) produced for student viewers, and (2) those produced as introductory, in-service education programs (2). Too few of the latter questionnaires were returned to provide significant data save that by inference, it can be concluded these in-service education programs, like in-service education programs as a whole, were viewed by only a handful of teachers.

An item analysis of this questionnaire survey follows:

1. INTRODUCTION: Stimulating 15 Adequate 13 Dull 1
2. DEVELOPMENT: Clear 25 Valuable 7 Weak 1
3. VISUALS: (a) Too many ___ Just right 30 Too few 1
   (b) Too long ___ Just right 21 Too short 3
   (c) Applicable to my grade 29 Not Applicable ___
4. TEACHER'S PRESENTATION:
   Stimulating 17 Intelligible 12 Boring 0 Academic 2
5. LEVEL OF TELECAST: Too difficult 0 Satisfactory 30 Too easy 1
6. SUMMARY: (a) Effective 22 Adequate 8 Fair 2 Poor 0
   (b) Too long 0 Too Short 5 Satisfactory 24
7. GUIDEBOOK OF TELECAST: Effective 6 Adequate 18 Inadequate 1

VI. The Cajon Valley Union School District ITV Teacher Reaction Survey

Bill Dawson, General Curriculum Coordinator, Cajon Valley Union School District, conducted a district-wide K-6 elementary and 7-8 secondary level surveys to determine teacher reaction to "Instructional TV This Past Year". Results of this investigation and report are shown on the pages that follow.

ITV SURVEY

We are attempting to survey all of the teachers in Cajon Valley to determine their reactions to Instructional TV this past year. Please take a few minutes to fill out this survey so that we may convey your feelings to the people in charge of ITV. The following is a list of most of the programs shown during the past year. If I have missed any that you watch or have watched, please include them in the space at the bottom of the list. Simply place an "X" indicating that you either watch regularly or you have watched the program at least once. Then, place another "X" rating it either excellent, average, or poor. If you wish to make comments about the program, please do so on the back of this sheet.

K-6 - 278 sent - 203 returned (73%). 162 watched regularly; 304 occasionally or once.

PROGRAM	WATCH REGULARLY	WATCH OCC. OR ONCE	EXCELLENT	AVERAGE	POOR
All About You	16	24	31	8	
Americans All	10	18	21	7	1
Art Around Us	1	14	5	8	2
Children's Literature	10	35	11	28	5
Community		1		1	
Crossroads	1	17	8	8	1
Geography	12	21	21	11	1
Heritage	11	15	14	11	2
Images of America		6	1	4	1
Making of Music		4	1	2	
Man In Space	1	5	2	4	
Meet The Arts	3	8	7	2	2
News of the Week	18	21	13	22	2
Peaceful Uses of Nuclear Energy	2	4	3	3	
Physical Education & Testing	15	21	25	9	
Places in the News	3	10	5	11	
Roundabout	2	4		5	
Spanish	21	5	10	18	2
Stepping Into Rhythm	14	26	23	15	
Through Children's Eyes	5	11	12	5	
Today We Present		9	3	5	
You & Eye	3	10	9	6	
Exploring Sentences	11	12	8	12	3
Learning About Language	1			1	
Tell Me A Story		3		1	2
Language	1		1		
New Grammar Series	1		1		

What subject area or areas would you like to see on ITV that is not now available?

See reverse side of sheet.

Do you have any specific problems with regard to reception, utilization or availability of TV sets?

See reverse side of sheet.

What subject area or areas would you like to see on ITV that is not now available?

Up-to-date news programs	1
Book review of books available in our school libraries	1

More programs on:

Science	8
Primary Art	2
Social Studies	1
Geology	1
Topography	1
Programs geared to 3rd & 4th grades	2
Programs geared to Kindergarten	4
Spanish - every day dialogue	1
History - 5th grade	1
Literature	3
Math	1
Math - 1st grade	2
Language	1
Primary Social Studies & Science	4
Latin America	1
Folk Dancing	1
Science for Kindergarten	1
Science related to our own text	1

Calif. History Dramatized	1
Drugs & Addiction 4-6 grades	1
Zoo animals	1
Astronomy	1
Social Studies - S.D. County	1
Oceanography	1
Geography	2
Animals from other continents	1

Do you have any specific problems with regard to reception, utilization or availability of TV sets?

Reception	23 - Rios not included
Time not convenient	16
Use of TV in another classroom not convenient - one should be available to each classroom	21
TV should be mounted on wall	1

SPECIAL COMMENTS

"Meet the Arts" - not fit for TV, either adult or children.
"Art Around Us" - some programs not suitable for children.
"Spanish" - children do not respond well - do not relate TV and education.
"Heritage" - outstanding - well done.
"Exploring Sentences" - program spoiled by the poor quality of teacher's voice - moves too fast.
Small children need larger images and at closer range.
Improve the literature.
Mr. Brereton, San Diego Zoo would be an excellent resource or instructor on zoo animals.

ITV SURVEY

We are attempting to survey all of the teachers in Cajon Valley to determine their reactions to Instructional TV this past year. Please take a few minutes to fill out this survey so that we may convey your feelings to the people in charge of ITV. The following is a list of most of the programs shown during the past year. If I have missed any that you watch or have watched, please include them in the space at the bottom of the list. Simply place an "X" indicating that you either watch regularly or you have watched the program at least once. Then, place another "X" rating it either excellent, average or poor. If you wish to make comments about the program, please do so on back of this sheet.

7-8 grades - 109 sent, 51 returned (46%) - None watched regularly, 50 occasionally or once.

PROGRAM	WATCH REGULARLY	WATCH OCC. OR ONCE	EXCELLENT	AVERAGE	POOR
All About You		1		1	
Americans All		4	2	2	
Art Around Us		2	2		
Children's Literature		5		5	
Community					
Crossroads		4	1	3	
Geography		2		1	
Heritage		7	4	3	
Images of America		1			
Making of Music					
Man in Space		4	2	1	1
Meet The Arts		3	1	2	
News of the Week		7	4	2	
Peaceful Uses of Nuclear Energy		3	2	1	
Physical Education & Testing		1		1	
Places in the News		4	3		
Roundabout					
Spanish					
Stepping Into Rhythm					
Through Children's Eyes					
Today We Present		2	1	1	
You & Eye					

What subject area or areas would you like to see on ITV that is not now available?

See reverse side of sheet.

Do you have any specific problems with regard to reception, utilization or availability of TV sets?

See reverse side of sheet.

APPROVED:

Bill Dawson /s/t/

Bill Dawson, Coordinator
General Curriculum

W. D. Unsicker /s/t/

W. D. Unsicker
Deputy Superintendent

What subject area or areas would you like to see on ITV that is not now available?

Home Economics	1
Math	2
7th Grade History	1
Earth Science	1
Art	1
Lessons on How to Use Library	1
History & Geography - Eastern Hemisphere	3
More programs geared to Junior High Level	1

Do you have any specific problems with regard to reception, utilization or availability of TV sets?

Individual School Film Library	3
Programs Not Available for all classes at time desired	21
Video Tape Recorder for each school	5
Visual Aid Materials	1
Reception	4
Programming	4
Equipment Not Kept in repair	1

COMMENTS:

"ITV Program a waste of money."
"An administrative decision to fund something before classroom mechanics are worked out."

VII. ITVA CURRICULUM & STUDY COMMITTEE REPORTS:

"Evaluation of 1967 - 68 Programs by Study Area Committees" reflects the opinions of these committees about currently offered ITV programs, those recommended for continued use and cancellation-replacements for program series deemed unsatisfactory. A summary of these subject area study committee evaluations and recommendations follows:

ART: "Art Around Us", "Meet The Arts" and "You and Eye" rated good. All scheduled for next year.

FOREIGN LANGUAGE: "Of Course We Speak Spanish" rated good. Scheduled for next year.

HEALTH EDUCATION: "All About You" rated good. Scheduled for next year.

LANGUAGE ARTS: "Franklin to Frost" and "Through Children's Eyes" rated good. "Looking at Language" rated fair for the purpose intended; that being an interim series for Grades 6 and 7. Will not be used next year. "Exploring Sentences" rated fair for purpose intended; will be scheduled for next fall only.k
"Children's Literature" - program rated good, objection to the TV teacher, will be replaced next year by "Tell Me A Story".

MUSIC: "Meet the Arts" and "Stepping Into Rhythm" rated good. Will be scheduled for next year. "Making of Music" rated fair. Will be replaced next year with "The Many Sounds of Music".

PHYSICAL EDUCATION: "P.E. and Testing" rated good. Scheduled for next year.

PRE-SCHOOL EDUCATION: "Roundabout" rated good. Scheduled for next year.

SCIENCE: "Peaceful Uses of Nuclear Energy" rated good. Scheduled for next year.

SOCIAL STUDIES: "Americans All", "Community", "Geography", "Heritage", "News of the Week", and "Places in the News" rated good. All scheduled for next year. "Images of America" rated fair. Will not be used next year.

SPECIAL EDUCATION: "Crossroads" rated good. Will be scheduled next year.

MISCELLANEOUS: "Sportsmanlike Driving" rated good though limited viewing audience this year. Will be scheduled next year.

Following is a list of new programs recommended by Study Area Committees for inclusion in the Authority's 1969 Broadcast Schedule:

HEALTH EDUCATION: "Decisions" (Spring)

FOREIGN LANGUAGE: "English As A Second Language" (Spring)

LANGUAGE ARTS: "Magic Carpet" (possibly next spring)
"Cover to Cover" (no final approval from the committee for scheduling next fall, only tentative)
"Tell Me A Story" (Fall)

MUSIC: "Stepping Into Melody" (Fall)
"The Many Sounds of Music" (Fall)

PHYSICAL EDUCATION: "Primary Physical Education" (Spring)

SCIENCE: "Just Wondering" (Fall)
"Let's Investigate" (Fall)
"Man In Space" (Fall)

VOCATIONAL GUIDANCE AND PRACTICAL ARTS: (2 Committees)
"Today is Tomorrow" (Spring)

MATH: "Primary Geometry" (Spring)

A letter from Dr. Erven Brundage, Assistant Superintendent, Curricular Services, San Diego County Department of Education and Chairman of Combined Subject Area Study Committees, and responses from ITV Subject Area Committee Chairmen reporting their committee's 1967-68 activity are located in Appendix A-7-c.

San Diego City-County Educators on video tape recording committee listen to presentation before conferring on equipment needs.

ITVA Photographer Dave Bash, Teacher-Producer Marge Frommer, and Script Writer Henry Nakasone on location for a "Human Relations" program filmed sequence.

PART THREE: CONSUMER ITV, VTR & CCTV PRACTICES

I. Utilization Practices:

A considerable number of creative and/or innovative ITV and VTR utilization practices was reported to the ITVA. In light of their potential for continued use, those practices that appeared most promising were:

A. "PROJECT SATURATION" EXPERIMENT: La Mesa Dale Elementary School, La Mesa-Spring Valley School District. This experiment was developed as a pilot project to determine the amount and kind of ITV usage that conceivably might take place where optimum opportunity for program usage was made available. La Mesa Dale School was selected as the site where the installation of a power-boosted antenna and cable-linked receiver and distribution system provided a TV signal for each classroom, the auditorium, cafeteria and teachers' work room. Because the system still isn't completely operational, results of this experimental project are not presently available.

Similar plans are projected for a Junior High School in the district. When this project is implemented, VTR and on-site CCTV capability will be included in order to determine what utilization practices will develop when these dimensions to the electronic audio-visual education system are added.

B. "ITV-AUDIO TAPE LEARNING EXPERIENCE" EXPERIMENT: Lindo Park Elementary School, Lakeside Union School District. A creative ITV-Audio tape technique was developed at Lindo Park School in an effort to increase the learning experience potential of the Roberts English Series, "Exploring Sentences" Program (ESP) broadcast by the ITVA. According to third-grade teacher Janet Anderson and Principal Truman Jensen, the complementary audio-tape lessons were "...designed to accompany the RES/ESP-ITV program at the third grade level." (because) "Having discovered that the program covered a great deal of information in a short period of time, we decided to make correlating audio tapes which would introduce and help reinforce the material to be covered on the program. The tapes, along with sentence strips, board work, work sheets, and oral discussion were used in all third-grade classrooms with 75 pupils. We felt that this helped the children to better understand the concepts to which they were exposed."

C. "ITV COMES TO OUR SCHOOL", (AN ELEMENTARY SCHOOL ITV UTILIZATION PROGRAM) Stevenson Elementary School, San Diego Unified School District. Thoughtful consideration of how teachers and students might best use the ITV programming broadcast by ITVA prompted planning and action that resulted in the report that follows:

San Diego City Schools

ROBERT LOUIS STEVENSON SCHOOL

ITV COMES TO OUR SCHOOL

Last September we were pleased to find that we had received four new ITV sets, but somewhat puzzled on how to use them most effectively. As we began to receive the several excellent ITV guides, some of the real possibilities of this new media began to become apparent. It was soon obvious that we needed to discover from first-hand experience just what the new program had to offer. It was found as we looked at the scheduling that all grades could view programs geared to their level provided they were viewed at the same time by any given grade level. It was administratively decided to hold a two week ITV blitz in the school auditorium. Each grade level, consisting of several classrooms, was asked to view each program listed for their grade for a period of two weeks. All of the ITV sets were arranged in the auditorium in such a manner that each child would have a clear view of at least one image. With four sets operating simultaneously, the total affect was most desirable, with the sound seeming to come from all directions, making for a good tonal quality and clarity of hearing.

All teachers cooperated during the two week period by bringing their classes faithfully to see each program listed for their particular grade level. At the end of the two week period, an evaluation was made to determine which programs were most effectively related to the several different grade levels. The results of this evaluation are shown in Table I below, with x indicating grade levels and related programs.

TABLE I. APPROPRIATENESS OF SEVERAL ITV PROGRAMS TO THE GRADE LEVELS

NAME OF PROGRAM	Kdg.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	EH	EMR
News of the Week					x	x	x	x	x
Meet The Arts					x	x	x	x	x
You and Eye					x	x		x	
Americans All						x			
Children's Lit.	x	x	x	x					
Stepping Into Rhy.	x	x	x						
All About You		x	x	x					
Through Child. Eyes									

Having decided which programs seemed to offer the greatest value it then became necessary to make a decision about the most effective way to use our ITV sets. A survey of the staff revealed that while most were willing to continue seeing the programs in the auditorium, it would be much better if they could see them in a classroom, preferably their own. Since it was obviously impossible for each classroom to have a set of its own, the next best solution was to schedule a set for each grade level, on those days that a program was being offered for their grade level. It was found that three sets could be moved each day to a different classroom with one being left in the cafeteria. As grade level classrooms are immediately adjacent (except for the bungalows), it offered an opportunity for all classes to see their programs without having to take the longer walk to the auditorium. A fourth set is left set up in the school cafeteria for those teachers who might want to see certain programs on an unscheduled basis. The schedule finally worked out for our four ITV sets is shown below:

ITV SET NUMBER	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
391	Room 3 5-6	Room 3 5-6	Room 2 6th Gr.	Room 2 6th Gr.	Cafe.
392	Room 5 5th Gr.	Room 13 2nd Gr.	Room 20 1st Gr.	Room 23 Kdg.	Room 23 Kdg.
523	Room 4 EH-EMR	Room 23 Kdg.	Room 8 4th Gr.	Room 9 EH	Room 10 3rd Gr.
574	Cafe.	Cafe.	Cafe.	Room 22 EMR	Room 13 2nd Gr.

With the sets being moved each day by our custodian, little difficulty has been experienced so far in making the new medium of instruction available to all who wish to use it.

Now that we have been using ITV since October, what values in this new media are being utilized? Over-all the results seem to be most satisfactory, with a late report indicating that 20 teachers out of a staff of 26 are making use of ITV in their classroom. How are they using this new educational tool?

In an effort to obtain a more precise picture of how ITV is helping us, a list of sixteen specific ways has been composed, as shown in TABLE II on the next page. These items were gleaned from ITV guides and from teachers' opinions.

TABLE II also gives the names of the programs and the number of specific techniques teachers have been able to use with them.

TABLE II. ITV PROGRAMS AND SPECIFIC MEANS OF UTILIZATION (Numbers in squares Indicate Teachers Using the Specific For That Program

MEANS OF UTILIZATION	All About You	News of Week	Meet the Art	Step Into Rhy.	Child Lit.	Amer-icans All	Heri-tage	Phy. Ed.	You & I	Thru Ch. Eyes	Geog	Number of Tea-chers Using a Specific Techniq.
Teaching Specific techniques in Art, Music, or P.E.			2	5				5	1			13
Teaching specific techniques in Geog. & Map Reading		2									1	3
To motivate more creative writing					2		1					3
Developing Language Skills		1			4		2					7
Providing Current Events & News for Class Use		8										8
Social Studies Background & Enrichment		5		2		2	2				1	12
Teaching Music Appreciation			4	3								7
Teaching Art Appreciation			4		1				1			6
Teaching Rhythms				5					1			6
Developing literature appreciation			1		6							7
Develop. vocabulary		3	2	1	3							9
Develop. Critical Thinking		1			3			1				5
Teaching Moral & Ethical Values					4							4
Teaching Personal Health, Anatomy,etc.	4						2					6
Total Specifics Per Program	4	20	13	16	23	2	7	6	3	0	2	96

A study of Table II indicates that some programs provide the classroom teacher with more techniques or ideas for teaching than others. One of the most fruitful seems to be Children's Literature. A total of 23 teacher uses for this program was shown. Other programs that indicate a good usage by teachers (in decreasing order of frequency) are: News of the Week, Stepping Into Rhythm, and Meet the Arts. While these were the programs that seemed to give teachers more specific ideas for teaching, all the ITV programs with the exception of Through Children's Eyes are being used by teachers in some specific way in the classroom.

Which ideas, techniques, or means of utilization do our teachers seem to get from ITV? Again, a look at Table II gives us some indication. Teaching help that teachers are receiving from use of ITV in our school seems to be most common in teaching specific techniques in Art, Music and Physical Education. Other helps or uses (in descending order of frequency) are: Social Studies background and enrichment, vocabulary development, providing current events, developing language skills and teaching appreciation for music, art and literature.

SUMMARY: An overall picture of our school shows that ITV is being integrated by teachers into their daily programs of teaching. It also appears to offer much promise of future development into a most effective teaching tool. A pressing problem at the moment is the need for more ITV sets. It is hoped that the District will recommend a cheaper, smaller, portable set that can be bought in larger numbers, so that each classroom will eventually have its own set. While we are using ITV as a teaching device, it is probable that we have only "scratched the surface". As we get more sets into classrooms and as teachers begin to develop their own ideas of how to use this new medium, we are certain to see a real growth in the field of ITV classroom teaching, and teachers will find a new friend and ally as they work increasingly harder to teach children some of the many new concepts and ideas now coming into our curriculum.

D. "CROSSROADS - CREATIVITY - INQUIRY DEVELOPMENT" EXPERIMENT. Valle Lindo Elementary School, Chula Vista City School District. This experiment used the initial and repeat weekly broadcasts on the "Crossroads" program in an attempt to obtain greater learning increments from these programs than might be expected by using them in a single showing, single follow-up sequence.

The usage mode consisted of (1) viewing the statement of the problem portion of each "Crossroads" program, (2) turning off the TV receiver and involving the class in an inquiry session, (3) evaluating and recording the product of their inquiry session, (4) viewing the repeat broadcast of the program, this second time in its entirety and, (5) comparing their own classes' hypotheses, "solutions" and conclusions with those arrived at by the studio-based student inquiry group.

Having used both the usual and their own adaptive use of the "Crossroads" program, the teacher and students concluded that their usage was productive of more involvement and educational gain than could be obtained by employing the utilization methodology normally followed.

E. "ITV LISTENING POST" EXPERIMENT: Burbank, Primary Level School, San Diego Unified School District. Burbank School may be tradition warmed-over as far as its physical plant is concerned (two-story, brick, cloakrooms, etc.) but its educational program is as creatively oriented to the special needs of its students as the meaning connoted by the Neologistic Term, "adapt-a-cope-ability".

Burbank serves pre-kindergarten, kindergarten, primary special, first and second grade children. It is on double session, yet has a serious lack of classroom facilities. Principal Myra Campbell puts it this way: "We have to use every nook and corner, cloakrooms, halls, office space, every place we can find to conduct our educational program. There simply just isn't enough space for regular classroom activities and TV too. So we used the only space available to us. We couldn't crowd classes of twenty-five or more students in these spaces, so we acquired eight head-sets for each of our two TV receivers and placed the children and equipment in halls and cloakrooms. It's worked out better than we imagined. The head sets cut out auditory distractions while the TV picture attracted visual attention. Also, eight students per viewing group allowed our auxiliary teachers better opportunity to conduct pre and post viewing motivating and follow-up activities. Now that we've gained experience with this technique, we are doubtful if we would strive for whole class viewing at one time. In other words, we're pretty much sold on our ITV listening post utilization strategy! Our only complaints concern the need for more pre-school and primary-level programming and the fact that the TV stands provided with our sets are too high for our young children... mainly because they have to view while sitting on the floor."

Physical Fitness and Testing, "View and Do" ITV Utilization Experiment at Robert Mueller School, Chula Vista City School District.

F. "PHYSICAL FITNESS & TESTING 'VIEW AND DO'" EXPERIMENT: Robert L. Mueller Elementary School, Chula Vista School District. The "view and do" experiment was conducted to determine the feasibility of involving student-viewers as active participants during certain P. E. & Testing Programs. These programs demonstrated exercise warm-ups followed by specialized exercises designed to improve the range, flexibility, strength and endurance of body muscles and tone-up the circulatory system. Principal Robert Montgomery (a former P.E./Health Education Teacher) decided that "spectatoritis" was incompatible with the intent of the ITVA physical fitness program and developed a process whereby students could exercise while viewing the program. To achieve this end, Mr. Montgomery (1) placed a TV receiver outside a classroom on a black-topped area, (2) provided students with necessary exercise gear (towels, jump ropes and balls which were stored in canvas bags and made available before each program), (3) arranged the students in staggered lines to permit a better view of the receiver, and (4) encouraged these students to practice the warm-ups and exercises in "Jack LaLaine" participation style. Inasmuch as the ITV Physical Fitness Program demonstrated form rather than providing exercises of a duration compatible with the needs of these student participants, after program follow-up drills provided this needed ingredient. Had the P. E. Programs been produced with this innovative utilization mode in mind, the effectiveness of this process doubtless would have been increased. All of which suggests that consideration should be given to the production of Physical Fitness programs especially designed to activate student participation during the time of broadcast.

G. "PORTABLE TV RECEIVERS FOR PORTABLE CLASSROOM USAGE", San Diego Unified School District. ITVA has received a number of inquiries about how TV receivers that must be moved from classroom to classroom might be transported with the least amount of disruption to students and possible damage to the sets. In the case of receivers mounted on carts having large industrial-grade rubber-tired wheels, class to class transportation on a common level has not been too great a problem.

However, where these sets need to be moved up and down stairs or steep ramps, teachers and administrators have expressed concern for the safety of building personnel who move these receivers and for the equipment itself. This concern has particular relevance to portable-type classrooms which are built on raised foundations, requiring that entry and exit be made by climbing up and down several stair steps. This situation has discouraged teachers assigned to portable classrooms from using ITV.

Information received from Jack Blake, Assistant Director, A/V instruction, San Diego Unified School District, indicates that: "To meet this problem, the district has now begun to acquire what we call portable TV receivers in that they are approximately the 18" to 19" tube size with carrying handles. This is a major problem because there are approximately 1400 portable type classrooms in our district." Regarding the effectiveness of this operation, Mr. Blake stated: "As of this date, I have no information from participating schools as to the effectiveness of the portable receiver. On the other hand, I have had no complaints either."

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

DATE: May 7, 1968

MEMO TO: Stanley

FROM: Blake

SUBJECT: PORTABLE TV RECEIVERS

1. Rationale

The need for portable TV receivers stems from the difficulties encountered by teachers whose classes are held in portable classrooms when it comes to transporting our regular 23" receivers and stands. Moving this equipment up the stairs and into the classroom has discouraged teachers from using ITV. ✓ To meet this problem, the district has now begun to acquire what we call portable TV receivers in that they are approximately the 18" to 19" tube size with carrying handles. This is a major problem because there are approximately 1400 portable type classrooms in our district. Please note one of the attachments to this memo is a memo from Thompson to Burgert dated January 3, 1968 which sets forth the information contained in our original bids.

2. Participating Schools

At present there are 19 portable receivers in the secondary schools and these have been assigned on the basis of one per school except in the case of the larger schools having more portables.

Clairemont	1	Einstein	1
Crawford	2	Hale	1
Hoover	1	Lewis	1
Kearny	1	Marston	1
La Jolla	1	Memorial	1
Madison	2	Montgomery	1
Mission Bay	1	O'Farrell	2
Morse	1	Taft	1

I asked Ben Gumm to furnish a similar list for the elementary schools now using portable TV receivers, which is also attached to this memo.

3. Effectiveness

As of this date, I have no information from participating schools as to the effectiveness of the portable receiver. On the other hand, I have had no complaints either.

4. NDEA Project

You might be interested in knowing there is in the works a joint City-County NDEA proposal which calls for 123 portable television receivers for our district. Should this project be approved and financed in its entirety, it would permit the assignment of 55 portable receivers in secondary schools and 68 in elementary.

I hope this information will be helpful to you, and please let me know if you should have any other questions.

RJB:mh

Attachments

Similar consideration and action has been given by Dr. Henry McCarty, Director, A/V Section, the San Diego County Department of Education, who has joined the San Diego Unified School District in the development of a "joint city-county NDEA proposal" which includes a request for funds to purchase portable TV receivers for portable classrooms in county school districts as well as for the city unified district.

II. Production Practices:

With increased research and interest in individually-prescribed instruction (IPI), (Scanlon, IPI Abstract) and emphasis on learning strategies productive of direct first-hand experience, increased interest and activity is developing in the utilization of electronic technology that involves teachers and students in the process of ITV production.

These on-site ITV "Consumer-Producers" have been increasing in ratio to the improvement, reduced cost and availability of VTR's. It seems reasonable to expect this trend to continue and possibly mushroom as newer, less expensive VTR's and Peter Goldwark's new invention, the Electronic Video Recorder (EVR) hit the market.

School based experience with VTR off-air recording and the development of mini-productions indicates that this consumer-producer trend should be considered complementary rather than competitive with centralized ITV production and open-circuit broadcast, because, owing to their ego involvement, on-site consumer-producers eventually develop greater appetites for products with which they have been process involved, and subsequently learn to derive pleasure and attain personal growth from the "medium" that also is their "massage". (For summary of "Consumer As Producer" ideation, see Appendix C).

The San Diego Unified School District has provided leadership and funds for the acquisition of VTR and CCTV equipment. Similarly, several other ITVA member school districts have, or are in the process of doing the same. A resume' of selected ITVA member school district VTR and CCTV interest and activity follows:

A. Secondary Usage

Those projects presently most representative of San Diego Unified School District VTR-CCTV activity are located at Morse and Clairemont High Schools and at Taft Junior High School.

Morse High School has both VTR and CCTV capability. Their 2" Sony Slant Track VTR is used to off-air record ITVA broadcasts for (1) replay at times more suitable to their class schedules, (2) recording their own productions, and, (3) distributing VTR'd program material via their CCTV system. Most Morse High School classrooms and their cafetorium are jay-jack wired. By moving eleven TV receivers into selected classrooms, most subject matter areas can receive programs appropriate to their needs simultaneously. Technical service for this operation has been provided by student members of an occupational development electronics class under the direction of James E. Hilsgen, CCTV Coordinator.

1. With technical supervision from Mr. Hilsgen and production leadership by Charles Wyman (Speech-Arts-Drama), Morse High School students have used two Packard Bell Vidicon cameras, and a Sony VTR to "produce":

    1. "Moments With The Lively Arts" (Charles Wyman, Drama)
    2. "Better Grooming With Fashions" (Home Economics)
    3. "News Writing" (Jennifer Wilson, English Department)
    4. "Producing Drama" (Charles Wyman, Drama)
    5. "Cafeteria Etiquette" (Hilsgen)
    6. "Bio Means Living" (George Nowak, Biology)
    7. "Athletic Events" (Hilsgen and P. E. Staff)
    8. "A Mock Political Convention" (Hilsgen & English, Social Studies Staff)

2. With leadership from John Conrad, Electronics Teacher at Clairemont High School, teachers and students have "micro-produced" and video-tape recorded on their Ampex 7100:

    1. "The American Party System" ... featuring two faculty members in a dialogue about how the party system works in our country.
    2. "The Explorer Program"... featuring vocational opportunity presentations by adult "world of work" representatives.
    3. "The Dress Designer" ... a process-to-product presentation for homemaking classes.
    4. "Selling Your Wares" ... showing students making a sales pitch for their product; used for critical analysis of effective sales techniques by marketing classes.
    5. "Analyze Your Speech" ... use of video taped student speeches for individual and speech arts class evaluation.
    6. "Lab Demos" ... three lab science demonstrations.

3. Mr. Edward H. Anderson, Principal at Howard Taft Junior High School, San Diego Unified School District, reports that certain teachers, with help from production teams of 2-3 students, have "micro-produced" and video tape recorded programs for both student and teacher in-service education viewing. Student oriented programs included:

    1. "Safety First Practices" for industrial arts students; VTR used for all new class members, late enrollees and non-readers.
    2. "Library Catalogue and Reference Materials" orientation.
    3. "Current Events" including off-air newscasts with student panel discussion follow-up.
    4. "How To Make Up The Taft Eagle", a process-to-product report covering the steps required to publish the school's weekly newspaper.
    5. "Awards Assembly" with commercial telecaster Bob Mills as host.
    6. "Commencement Exercise", a program for replay and evaluation preparatory to planning up-coming promotional exercises.

In-service Education Programs:

1. "A/V Usage Tips for Teachers"
2. "School Finance"

These programs were produced using:

1. 2 Panosonic cameras, one with a Sony mini-receiver viewfinder and Canon zoom lens; one with stationary tripod, the other on a dolly.
2. A Switcher
3. Outdoor or artificial room lighting supplemented with a follow spot.
4. An Ampex 7500 VTR

4. John Westrick, Principal of Lakeside Junior High School (Lakeside Unified School District) reports that "we are using our VTR extensively in a number of areas; primarily in science."

   Westrick further stated: "We have used it for teacher presentations, presentations to the school board and the P. T. A., student presentations, for athletic events, teacher self-evaluation, for rehearsal evaluations of such things as dramatic presentations and student panels and skits and we have used it to re-record broadcasts such as "Meet The Arts", etc., for replay at more appropriate times. We plan a live broadcast of our student council in session as well as a tape to be used for 6th grade orientation."

5. Mr. John D'Amelio, Drama-Language Arts teacher at Orange Glen High School, Escondido, reports that:

   Orange Glen has programmed 2-3 students each period to work with TV equipment. These students are on call to assist in the taping and viewing of programs. Teachers are requested to sign up for the use of the equipment one week in advance of planned activity. This allows time for charts to be prepared and scheduling verified.

   Orange Glen has twelve classrooms on closed-circuit TV. Other classrooms receive material by movement of equipment to each location as needed. Future plans classify a viewing room a top priority. This will almost eliminate movement of equipment around the campus.

   Basic Equipment:

2	Ampex recorders (VR 5000 and 7000)
1	Camera with standard and zoom lens
2	Microphones
12	27" Magnavox receivers
12	TV Carts
12	Closed-Circuit classrooms

   Cost of equipment and maintenance has been the biggest problem in our experiment. Repairs are costly. Labor for most repairs costs approximately eighteen dollars per hour. Perhaps districts should have qualified personnel available to keep machines in top operating condition.

APPLICATIONS OF CLOSED CIRCUIT TELEVISION AT ORANGE GLEN HIGH SCHOOL

1. Single classroom, audio-visual uses
   - (a) Overhead camera for close-ups in science labs, other areas
   - (b) Image magnification in other classes
   - (c) Instructions and demonstrations for teachers and other groups
2. Pupil training and evaluation
   - (a) Recording performances in skills (drama, speech, etc.) for play back and evaluation
   - (b) Student access to camera and recorder for private drill and practice
3. Rescheduling and delayed broadcasts
   - (a) Recording in-school telelessons off the air and playing them back to suit the school's class schedule
   - (b) Recording evening commercial and educational news broadcasts, documentaries, specials, for various classes
   - (c) Recording student productions, conventions, etc.
4. "Library" uses of Closed-Circuit Television
   - (a) Exchange of ITV programs through a "library arrangement". (Not completed - physical details to be worked out)
   - (b) Distribution of A-V films over closed-circuit TV. (Various problems in coordination of film and camera)
5. Non-academic programming for students
   - (a) Recording special guests and visitors to a school for future use.
   - (b) Orientation and library programs for students (Library materials still being worked out)
   - (c) Special needs and programs for students:
     - Eighth Grade Parent Orientation
     - Student Orientation
   - (d) Recording extra-curricular activities for presentation to the school (Nominating Convention) Problem - ties up large amounts of tape.
6. In-Service teacher training
   - (a) Special classroom demonstrations
   - (b) Recording teaching performances for self-evaluation and critique
   - (c) Recording broadcast inservice programming to playback for evening seminars.
7. (a) Establish class(es) in TV production, set design, script writing, etc. (Two such classes are planned for Fall Semester)
8. Administration and Public Relations Uses
   - (a) Intra-school news announcements and administrative messages.
   - (b) Special messages and classroom demonstrations for faculty meetings
   - (c) Public relations purposes:
     - Recording special messages
     - Demonstrations for P.T.A. meetings (this really sells the program)

B. Elementary Usage

1. William Link, Principal of Ella B. Allen Elementary School (Chula Vista School District) reports several creative uses of his school's portable VTR equipment. His school invested in a half-inch video tape deck and camera with zoom lens about a year ago. This investment was made possible through monies saved over a two-year period which were matched by funds provided by the School's Parents Club.

   To date, the VTR System has been used to record:

   1) Individual Gifted Student Project presentations where these students made VTR showings and explanations of their projects. The recorded presentations then were made available for classroom and teacher lounge viewing.

   2) The hatching of baby chicks. Preceding Easter vacation, fertilized, incubated eggs were placed on a table in a first-grade classroom. The VTR camera was close-up focused on the eggs and, when the chicks first began to peck their way through their shells, the recorder was switched on. No attempt was made to make a formal presentation of this event. Rather, students could glance up toward the TV monitor and witness the chicks' activity as they broke through their shells. Later, the VTR was made available for other primary grade classroom use.

   Projected VTR usage at Allen Elementary School during its 1968 Summer Session includes taking their portable VTR to various public and private institutions and agencies to record the people who serve the community in their various capacities. It is anticipated that brief vignettes of the Mayor, City Councilmen, Policemen, Firemen, Public Health Officers, etc., will be recorded.

   The major emphasis will be to personalize and humanize the roles these community helpers play rather than to provide detailed information concerning their functions and responsibilities. Although these mini-productions are planned as a summer session activity, the tapes will be saved for use during the ensuing regular school year.

2. Bruce McIntyre, 5th grade teacher at Magnolia Elementary School (Carlsbad Union School District) and talented artist featured on a weekly commercial television drawing program entitled "Drawing Anyone?", has experimented with VTR micro-productions over the past three years. Working with a minimum of equipment, the Carlsbad System has produced:

   1) A series of drawing lessons for use throughout the district, (McIntyre)
   2) Art and Music Lessons (Fillius & Jones)
   3) Sex education lessons (Thibault)
   4) Spanish/ESL lessons (Martin)

Magnolia School Principal, Thomas Neel stated: "Bruce (McIntyre) is doing an excellent job with the equipment we have and we plan to get more. We feel that involving teachers and students with multi-media technology is the best way we can promote good utilization practices."

In a later discussion, Curriculum Director Dale Fleener outlined his plans for acquiring additional camera and VTR equipment and reinforced the attitude expressed by Thomas Neel by saying that he felt VTR on-site production and distribution facilities are needed to complement the programming broadcast by the ITVA.

Myron Tisdel, Studio Director, KEBS-TV, Channel 15, calls camera shot during production of SDA/ITVA program. San Diego State College studio directors work very closely with studio teacher and Educator-Producer for top quality production.

PART FOUR: PROBLEM AREAS

I. Budgetary Considerations

The ITVA budget for 1967-68 was $371,292.00. This amount represented support from local, state and federal sources. Local monies were provided by budgeted contributions from ITVA member districts based on 75 cents per ADA. Up to fifty percent of these funds are returnable to member districts by the State of California, (Farr-Quimby Legislation, S. B. 635), depending upon the percent of ADA-ITV participation. Local support amounted to 55 percent of ITVA's budget. A federal, ESEA Title III, (P.L. 89-10) Grant provided the remaining 45 percent of the project's funds.

Despite this broad-based support, lack of funds has and continues to be a nagging problem. The ITV Staff has been pared, production reduced and within-budget transfers made as stop-gap measures.

> James Loper, Director of Educational Services for Los Angeles' new KCET, and a representative of The New Breed of Trained Educational Communicators, endorsed the foregoing views of ITV: "The average KCET school program costs $1,000 - Peanuts! To get real quality, we should double or triple that amount - that is, if we really want to experiment with the process of teaching and try out new formulas. It's about time we got beyond televised instruction that makes 'no significant difference'. Precisely what we need are programs that WILL make a significant difference."
> (Murphy & Gross, Learning By Television)

A. Consumer Demand

Basic to this problem has been burdgeoning consumer demand for additional ITV programming in all curriculum areas and at all grade levels, especially the primary grades. Most of these requests were for locally-produced, curriculum-related programs. Several wanted program series had to be postponed or cancelled because of budgetary considerations.

B. Hardware Needed

Adding to the problem of the need for increased local support was the need of local districts to tool-up for reception and recording. Budgeting for this purpose limited the monies available for the production of needed software. Thus, keeping the hardware-software ratio in balance has been and continues to be a sticky problem.

C. People and Pay

Despite excellent cooperation from all quarters, the fact that the ITVA represents a pervasive, centralized form of educational service was cause for gargantuan communication, coordination and implementation problems. Since ITVA's inception, the best antidote to these problems has been a dedicated, hard-working ITV staff and cadre of educator supporters. However, it must be admitted that implementing the goals, objectives and aspirations of the ITVA will require increased financial support to provide for the Staff and material resources needed to get the job done. This need will become more critical after ESEA, Title III funding has been exhausted. The expiration date for this support is June 30, 1969.

II. Increased Professionalism Needed

A. Production Know-How

Technical aspects of production know-how, important as they are, are cause for less concern than the proper handling of ideation pertinent to the creation of ITV programs that can effect behavioral change beneficially. There is great need to attack the problem of determining what materials should be used and in what mix, and how these environmental stimuli can and should be synthesized to produce needed behavioral change. In order to produce such desired results, ITV teacher-producers need more clearly defined program instructional objectives, stated in terms of anticipated behavioral expectancies. The application of the principles set forth in Mager's, "Preparing Instructional Objectives" should be helpful in this regard. This process would help make the evaluative aspect of experimental ITV programming more meaningful because the educational effectiveness of such programming then could be determined with greater precision. The data obtained by this process could be used to give direction to the development of future productions even more productive of wanted behavioral change than is the case in the currently used production mode.

B. Utilization Know-How

> Lucille Miller, Elementary School Principal in Washington County, Maryland observed: "The highest quality televised lesson in the world, if misused in the classroom, is worse than nothing."
>
> Gene Nichols in Boston believes that "Scarcely one classroom teacher in a hundred understands (instructional) television and knows how to use it."
> (Murphy & Gross, Learning by Television)

Workshop programs and other in-service education programs are needed to help professionalize ITV utilization techniques and practices. As stated elsewhere in this report, the ITV studio-classroom teacher relationship needs to be understood better as does the application of multi-media approaches for the creation of more meaningful learning experience.

C. Philosophical/Psychological Basis Needed

The problems stated thus far could be reduced considerably, if the nature, nurture and utilization techniques of ITV were better understood. Clearer perception of ITV's advantages and limitations could be induced through the process of questing for the philosophical/psychological foundations which undergird the theory upon which ITV builds its rationale. Research on the effectiveness of TV as an educational tool is in good supply and, generally speaking, makes a strong case for the use of electronic media as an aid to learning. These investigations, coupled with current learning theory, provide some evidence of the cause and effect relationships operative in learning by TV and, from this information, philosophical/psychological conceptual models can be deduced which should help synthesize and give meaning to the production-utilization state of the art. Until more consideration is given to this need, ITV's potential effectiveness hardly can be realized.

Much could be accomplished toward these ends if a Staff Development Laboratory for urban education aimed at the in-service education of teachers, para-professionals, teacher-aids, principals, supervisors and administrators was implemented in San Diego County. Such an enterprise appropriately might be called an "Educational Multi-Media-Creativity Laboratory Workshop". The purpose of the Workshop would be consonant with that proposed by the Fund for Media Research Workshop Plan and should serve to meet the need for increased professionalism among educators.

Next to better conceptualization of the educative role ITV can and should play (including Production and Utilization practices) ITVA's greatest problem and challenge stems from the number of people and programs it is organized to serve. To be effective, the ITVA must involve and coordinate the efforts of classroom teachers and students, curriculum specialists, administrative and community educational resource personnel. Much progress has been made in this direction as subsequent reporting will show. However, considering the already heavy workload of these people in their primary responsibility areas, the task of involving and coordinating their efforts must be recognized and treated as an on-going problem as the ITVA plans ahead.

III. Planning Ahead

More teachers, counselors, curriculum specialists, supervisors, community educational resource personnel, (CER), the ITV Staff, and administrators were involved with the planning of local productions than any other adjunct of ITV planning. Following closely was the selection of "syndicated" programming, the development of the 1968-1969 broadcast schedule, hardware acquisition and software utilization plans and proposals (for scheduling, see Appendix A; Hardware Acquisition and Software Utilization, Appendix C). These educators have worked directly through the ITVA's organizational mechanism including the Representative Council, Joint Curriculum Coordinating Committee and JCCC Steering Committee, its thirteen subject area study committees and seven-member Executive Committee.

A. Projected 1968-69 local-program production plans include nine series of varying number for student use, and two in-service educator series. They are:

1. NEWS OF THE WEEK - (32 productions, grades 4-6). Each program will be 15 minutes long, aired weekly. Series is intended to supplement current events instruction. The programs will contain news items of local, state, national and international significance, many of which will be examined in depth. Continuation and further development of series used in 1967-68.

2. PRIMARY MATHEMATICS - (8 productions - grade 2). A series of learning experiences are planned to develop intuitive background for concepts of the 3-D figures, sphere, cylinder, prism; circular, rectangular and triangular regions; open and closed curves and the plane figures; circle, rectangle (including square), triangle; line, line segment; point; congruence and symmetry. Series scripted and ready for production.

3. **DECISIONS** - (16 productions - grades 5-8). This series concerns itself with the personal decisions of the student - building of the body and the destruction of the body. The decision-making process will be developed, along with problem solving. Areas of concern: body systems, tobacco, alcohol and narcotics - will complement the new state text.

4. **PRIMARY PHYSICAL EDUCATION** - (15 productions - grade 2). Included in this series are 3 inservice programs on motor development and motor learning in children, and the teaching techniques of motor learning. The 12 inschool programs will cover individual fitness activities, movement exploration, continuous movement, rope jumping, creative and fundamental rhythms, throw-catch skills, kicking and striking skills, stunts and tumbling skills, and apparatus skills.

5. **TODAY IS TOMORROW** - (8 productions - grades 8-9). This career development series will lead students in assessing their own interests, abilities and apptitude (self-appraisal). Series will cover self-appraisal, growth, vocation, leisure-time, family and friends, and the establishment. This series will lead into a world of work series intended for the students in grades 10-11 and a higher education series intended for grades 11-12.

6. **ENGLISH AS A SECOND LANGUAGE** - (75 productions, 30 of which will be produced this year - primary grades). Series will assist teachers working with non-English speaking children.

7. **MAGIC CARPET** - (30 productions, 10 of which will be produced this year - primary grades). Series will present stories designed to inform and entertain children and broaden their understanding of the world in which they live and of the people with whom they share it, by using classical foreign children's stories.

8. **MUSIC IN-SERVICE** - (4 productions - teachers of grades K-8). There will be one production for each of the following levels: K-1, 2-3, 4-6, and 7-8. The purpose of these programs will be to stimulate teachers to approach the new music textbooks with confidence and enthusiasm. The content of each program will include related materials which may be used as motivation or enrichment, specific songs and their learning possibilities, activity experiences for children involved in the learning and use of appropriate listening materials from the state text book.

9. **INTRODUCTION TO THE ORCHESTRA** - (1 production - grades 4-8). Program will be a demonstration of various musical instruments to assist the instrumental music teachers during their annual recruitment periods.

10. OUR COMMUNITY - (15 productions, 8 of which will be produced this year - grade 2). This series will include the geography of San Diego, outlying communities, agriculture, (land use, growing, harvesting and processing), water, transportation (roads), airports and air transportation, harbor, feeding the community, manufacturing, (workers and products), shopping centers, construction, recreation and government. Complete coordination of all AV materials are planned so that duplication of efforts will not occur. Use of original materials developed will be duplicated for further extension of this program, i.e., slides for film-strip, flat pictures, models and overhead projector masters.

11. AUDIO-VISUAL IN-SERVICE EDUCATION - (1 production to be used as a pilot of a possible on-going series in the coming years - all teachers grades K-12). This series is designed to assist teachers through demonstrations and explanations of effective and innovative uses of instructional media in all subject areas.

B. Syndicated and other out-of-house program plans include programming from the Great Plains National Instructional Television Library (GPNITL), National Center for School and College Television (NCSCT), KQED, San Francisco, Los Angeles County Schools, Penn State University and others. The ITV series selected for 1968-69 are:

1. ALL ABOUT YOU - This is a series of eleven, 15-minute programs intended for use in grades one and two. The programs are health-physical education oriented, and may provide valuable information for science instruction in the primary grades. The programs make extensive use of illustrative models, involving children in the examination of their own bodies.

2. AMERICANS ALL - The thirty-one, 20-minute programs in this series discuss the lives and works of some great Americans who helped make America great. The programs trace the growth of America from the early 17th century to the present, exploring the contributions made by such national leaders as Thomas Paine, Abraham Lincoln, Andrew Carnegie, Albert Einstein and Ralph Bunche. The series is recommended for use in grades four through six.

3. ART AROUND US - The twenty, 15-minute programs in this locally-produced series for students in grades eight through twelve, develops the inter-relationships between man and nature, showing how man, through various combinations of line, form, texture and design, uses the elements of nature to interpret what he sees and feels.

4. FRANKLIN TO FROST - This series of thirty-four, 30-minute programs traces the course of American literature for students in grades nine through twelve.

5. GEOGRAPHY - A series of thirty-four, 20-minute programs suggested for use with grades four through six, divides the study of geography into four areas: Learning to Think Geographically; Hot-Wet, Hot-Dry Lands; Highland-Lowland Regions and World of Many People.

6. JUST WONDERING - The thirty-one, 15-minute lessons in this series use the inquiry approach in presentation, directed toward the development of skills in forming concepts, making inferences and generalizations, interpretating data and communicating ideas for students in grade one.

7. LET'S INVESTIGATE - This series of fifteen 15-minute lessons in science for the intermediate grades (4) demonstrates the methods of science and leads children inductively to a realization of some of the major patterns or phenomena of the physical world.

8. MAN IN SPACE - The six programs in this series examining America's program of space exploration will be broadcast as an enrichment offering for grades seven through twelve. Program titles include: "Today, Tomorrow and Titan III", "That He May Survive", "Footsteps on the Moon", "Probing The Unknown" and "Gemini".

9. MEET THE ARTS - The seven, 30-minute lessons in this series for grades four through six include surveys of music, the theatre, dance, printing, sculpture, literature, photography and architecture. Using a variety of examples, this course introduces the components of art - rhythm, shape, mood, form and content.

10. OF COURSE WE SPEAK SPANISH - The sixty, 15-minute lessons in this series intended for use with sixth graders provide pupils with an opportunity to learn and practice a limited number of Spanish language patterns, using a limited vocabulary. For each telecast lesson, there is a supplementary recording intended for use in the classroom to reinforce the material covered in the telecast. In addition to presenting certain Spanish language patterns, the series supplies pupils with the opportunity to develop an appreciation for children of Latin-America or Spanish backgrounds.

11. PLACES IN THE NEWS - This is a series of 20-minute weekly telecasts suggested for use as supplementary material with current events classes in grades five through eight. This series highlights current world events having major political, economic, scientific or cultural significance. Background information necessary for understanding crucial events and issues is provided by narrator, Jerry Silverstein.

12. ROUNDABOUT - Thirty, 15-minute programs from this series for the disadvantaged, preschool child will be broadcast. The telecourse is intended to assist the child in coping with his emotional reactions to natural events, to acquaint children with occupations and facilities found in most neighborhoods, and to provide experiences intended to stimulate a child's imagination and creative expression, to heighten his perception and to broaden his world.

13. SPORTSMANLIKE DRIVING - Six selected 30-minute programs from this series will be broadcast repeatedly during the school year to supplement driver education classes. Subject matter of the six programs includes physical fitness and traffic safety, the attitude and behavior of a good driver, traffic laws made by man, motor vehicle laws, traffic law observance and enforcement and the effects of alcohol and drugs upon drivers.

14. STEPPING INTO MELODY - Thirty 15-minute lessons in music for the primary grades (especially grade two). Brenda Veal, Television Teacher, helps the school child experience a wide variety of guided musical activities.

15. STEPPING INTO RHYTHM - The thirty, 15-minute lessons in this series for use at the kindergarten and first-grade level strive to encourage pupils to fully develop their musical potential. The series presents a variety of guided musical experiences leading from singing to rhythm and listening.

16. TELL ME A STORY - Thirty 15-minute lessons for kindergarten and primary grades, this course features stories from the folklore of the world and from the classic storytellers. It is a happy introduction to group listening.

17. THROUGH CHILDREN'S EYES - This series comprises thirty, 30-minute programs for children in grades four through six. Subject matter of the series ranges from science culture and folklore to just plain fun. Titles include: "Story Into Music", "Spiders, Snakes and Stories", "Puppets and Puppeteers", "Of Art and Artists" and "All About The Sea". The series provides an enrichment opportunity.

18. YOU AND EYE - This series of thirty, 20-minute programs for grades four through six introduces children to a variety of artistic media, and encourages creative activities with both the media and with forms. It provides experiences that cannot be duplicated in the classroom, and enables teachers to pursue with their classes a highly satisfactory sequence of art lessons.

19. COVER TO COVER - This series of thirty 20-minute lessons in literary appreciation for the fifth and sixth grades presents some of the world's best literature for children. Never do the lessons unfold an entire story; rather, each lesson creates the kind of interest that leads students to their libraries.

20. LOOK TO THE FUTURE - Ten 30-minute lessons in vocational guidance for non-college bound students in the eighth and ninth grades with the emphasis placed on career planning for life rather than on choosing a job.

21. INTRODUCING THE SYMPHONY ORCHESTRA - A series of seven 20-minute programs for grades four through eight that explores the structure of the symphony orchestra, the contributions made by the various instrumental sections and the role of the conductor.

22. MANY SOUNDS OF MUSIC - A series of ten 30-minute lessons for grades seven through 12 to be broadcast essentially as an enrichment offering.

In addition, six locally-produced series will be carried over from ITVA's 1967-68 broadcast schedule. They are:

1. COMMUNITY - These weekly, 15-minute programs for grades 8 through 12 will be locally-produced. These programs will explore such aspects of the San Diego community as health, education and welfare; housing and urban development, transportation, communication, city and regional planning, economic development, and law enforcement.

2. CROSSROADS - The primary purpose of the twenty-one, 15-minute programs in this series for children in grades five through eight is to give viewers, as well as a student group in the studio, a problem or creative situation designed to provide free choice in approaching and attempting to solve the problem.

3. EXPLORING SENTENCES - A series of twelve 20-minute three-to-sixth grade telelessons designed to introduce Roberts' English Series transformational grammar to students and teachers.

4. HERITAGE - THE STORY OF SAN DIEGO - These fifteen, 15-minute programs, intended to supplement the fourth-grade California history unit, cover the span of San Diego history from 1542 to 1903, beginning with Cabrillo's explorations. Particular emphasis is given the Spanish, Mexican and American cultural periods of San Diego's growth. This series is locally produced.

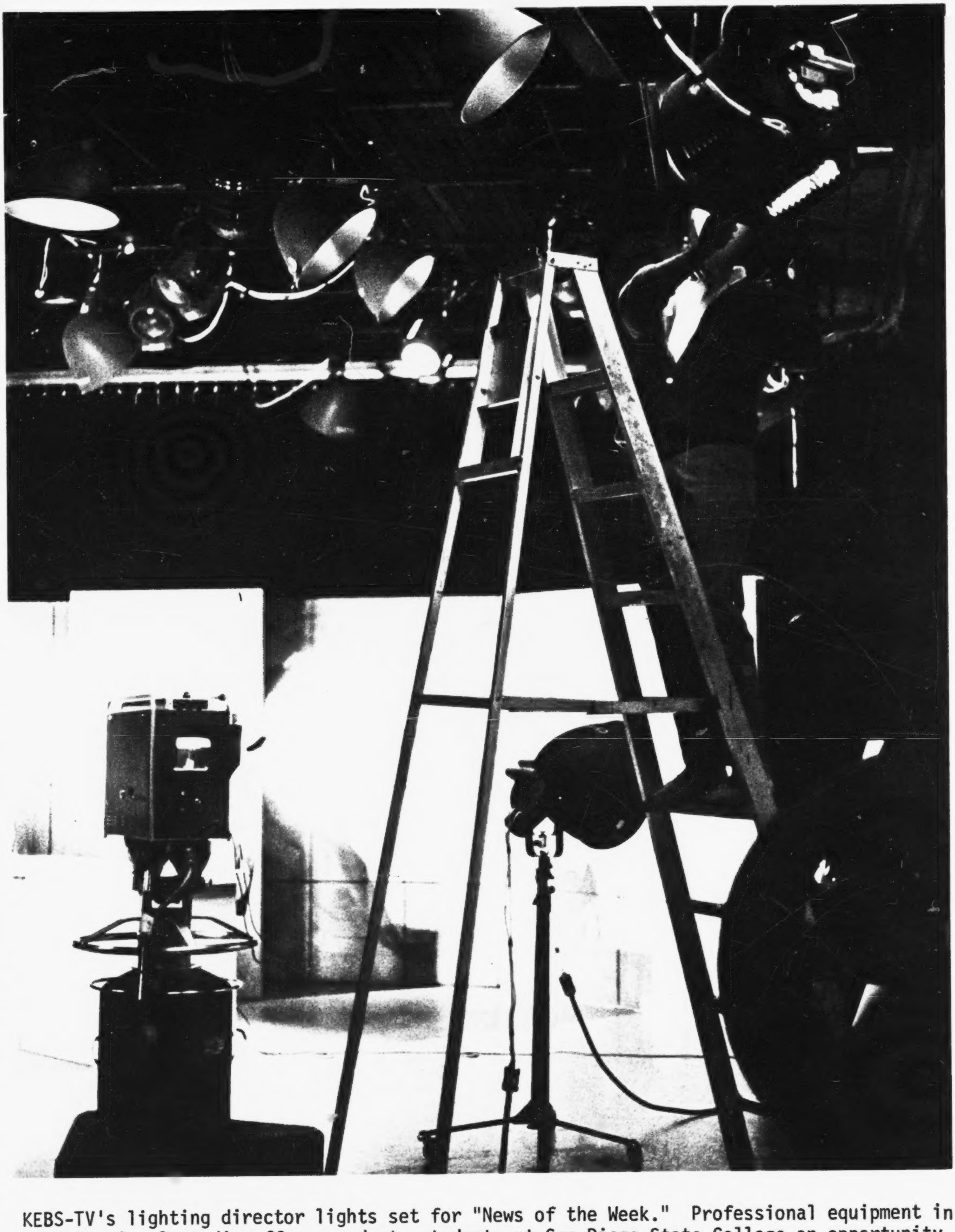
5. PEACEFUL USES OF NUCLEAR ENERGY - Ten of the 30-minute programs from this locally-produced series will be broadcast as enrichment offerings for grades seven through 12. The programs feature leading scientists from Gulf General Atomic in San Diego discussing the history and development of nuclear energy, and its peaceful applications.

6. PHYSICAL EDUCATION AND TESTING - There are six pupil-oriented and two teacher in-service education programs in this locally-produced series that discusses each of the items contained in "The Physical Performance Test for California". Series content includes rules and administration of the test items, the components of physical fitness measured by the items, the importance of the components of fitness, and suggests activities that will develop the components. The series is suggested for use at grades four through six.

Analysis of the Projected Program Schedule shows that eleven program offerings will be produced locally, six already produced local programs repeated, and twenty out-of-house acquired; that 16 of these telelessons will be broadcast for elementary (K-6) schools, 7 will be for secondary (7-12) school use, 5 will bridge elementary-secondary grade levels, and 1 will be for preschool usage. (A complete listing of these programs appears in Appendix A-4).

IV. Problem Areas Summarized

Budgetary, Staff, Production, Broadcast, Utilization and the Acquisition of Reception and Recording Hardware characterized the chief problem areas of this project. Coordinating these activities into an interacting, synthesized mechanism represents the greatest challenge faced by the ITVA. In final analysis, money matters, but people count! And, if this project is to realize its potential, a growing number of people need to be counted upon. The fact that a goodly number of educators have constructively related to this project gives rise to what can and should be regarded as reason for cautious optimism. The "animal" known as ITVA has come into San Diego County's Curricular World, been licked clean by its "mother", protected and supported by its "father", stretched, looked around, risen to its feet, and, though still wobbly, assayed and adapted to its environment. The next few months will be crucial ones, but with each succeeding week, ITVA's chances for survival improve. Despite the dire need for increased financial support, ITVA's viability chiefly is dependent upon the "TLC" of educators, many of whom already are swamped with day-to-day problems on their own campuses.



KEBS-TV's lighting director lights set for "News of the Week." Professional equipment in a professional studio offers graduate students at San Diego State College an opportunity to learn skills. SDA/ITVA programs originate from these studios.

PART FIVE: SUMMARY ANALYSIS AND EVALUATION

I. Summary, findings of qualitative data reported in combined Fall and Spring (1967-68) Semester investigations.

A. Qualitative Data, Elementary

1. A total of 408 elementary level (K-6) teacher responses yielded an educational average score of merit of 7.82 (on a 10-point scale).
2. Approximately 300 elementary teachers assigned ITV utilization aids (chiefly study guides) an average score of merit of 6.32.
3. The educational average scores of merit reported in Numbers 1 and 2 above yielded an overall educational average score of merit of 7.07.

B. Qualitative Data, Secondary

1. A total of 182 secondary level (7-12) teacher responses yielded an educational average score of merit of 6.47. (N.B. Two locally produced programs "Community" and "Crossroads" raised this average almost one point on the 10-point scale used.)
2. 94 secondary level responses pertained to ITVA utilization aids (chiefly study guides) and yielded an educational average score of merit of 4.72.
3. The educational average scores of merit reported in Numbers 1 and 2 above yielded an overall educational average score of merit of 5.59.

C. Summary of all qualitative data collected and treated.

1. 590 teachers reported qualitative data. Of those reporting, elementary (K-6) teachers accounted for 408 responses as compared with 182 responses (or a ratio of 2.24 to 1) reported by their secondary level (7-12) counterparts.
2. Teacher users of all (K-12) classroom viewed ITVA broadcasts assigned an educational score of merit average of 6.33 to these telelessons.
3. Elementary (K-6) teachers reported educational scores of merit that averaged almost one and one-half points higher (1.48) than those reported by secondary teachers.
4. The overall 1967-68 Educational Average Score of Merit (6.33) correlates closely with the same measure reported for 1966-67 (6.21).

II. Quantitative Data Summarized

A. The special 125 school quantitative data survey of elementary and secondary classroom usage of ITVA Programming Broadcast between October 2, 1967 and January 26, 1968 is shown in Figure 1, which appears in Part ONE between Tables IV and V.

B. Tables IV, V and VI also are relevant to quantitative ITVA program usage. A brief summary of the findings reported in these tables appears in the "Summary Analysis of Quantitative Data", Part ONE of this report.

C. ITVA Programming in relation to other California cities shows ITVA first in the total number of school programs broadcast from a single open-circuit channel in California. While national figures are not immediately available, it can be assumed with reasonable certainty that the ITVA 5-day week, 5 1/2 hour per day, school broadcast schedule via a single open-circuit channel is at or near the top nationally. Los Angeles offers 35 compared with San Diego's 32 school program series, but uses three commercial channels to transmit these programs. For a comparison of ITVA's program schedule in relation to other cities in California, see Table XI, Part ONE of this study.

D. The 1968 Spring Semester Surveys asked teachers to report the approximate number of programs viewed with grade level designations of their classes. Too few responses to these inquiries were returned to form the basis for treating these data in a manner productive of any real significance.

E. Tabulation of late returns (Table VI, Part ONE) revealed that 3,726 classrooms had used one or more ITVA telecasts between October 2, 1967 and January 26, 1968. Because there is good reason to believe that this figure remained fairly constant during the Spring Semester, it can be assumed with reasonable accuracy that ITVA's total 1967-68 school year instructional services averaged slightly less than $100.00 per classroom (F. Y. budget $371,292 divided by 3,726 classrooms). Deducting teacher in-service education costs (close to 10 percent of total budget) from this estimate shows unit costs for student programming alone to be slightly less than $90.00 per classroom or $3.00 per pupil, based on an average of 30 pupils per class. Inasmuch as 5/6ths of the classroom usage reported represented grades K-6, it is clear that the unit cost estimates given (in ratio to the number of elementary and secondary program series broadcast; 13 elementary, 8 secondary and 4 elementary-secondary) would be high for elementary (K-6) and low for secondary (7-12) schools.

III. Conclusions Drawn from the data collected and treated

A. Approximately 29 percent of the 12,852 1967-68 school year, full-time San Diego County Certificated Staff have viewed one or more ITVA telelessons with their classes. The 3,726 classroom usage figure reported (late tabulations inclusive) indicated that, in ratio to the approximately 1300 receivers on hand, nearly three classroom teachers made use of each set available.

B. Approximately 5/6ths of these teachers teach in grades K-6.

C. The majority of these self-contained classroom elementary school teachers found ITVA programming adaptable to (1) their curriculum needs, and (2) suitable to their daily program schedules.

D. The reverse of the conclusions stated above applied to secondary level (7-12) teachers, where departmentalized class schedules are followed.

E. Most elementary school (K-6) teachers hold positive attitudes toward ITV as a teaching aid.

F. The reverse of the conclusion stated above was held by most secondary level (7-12) teachers.

G. On a positive-neutral-negative scale, teacher attitude tended to vary inversely to the grade level taught.

H. The most prevelant positive factor supporting ITVA programming was epitomized by the comment: "With so much to teach and so little time to prepare each day's lessons, ITV is the best teaching aid that's come along during the past decade."

I. The most prevelant negative factors attributed to ITVA programming can be summarized by the statements: "Scheduling problems remain as the principal reason why I have not used ITV programs ... only occasionally does a broadcast come along that presents the right program at the right time for my class(es);" and "Considering education's shortage of funds, ITV's a waste of money."

J. ITVA's organization is well conceived and administered, yet its pervasive character gives rise to more problems than its staff and supporters can reasonably expect to handle efficiently and effectively without increased funds, equipment and personnel.

K. If the ITVA is to be expected to realize its stated goals, objectives and aspirations, more money, a larger staff and office facility, and additional electronic production, receiver, recording and CCTV distribution equipment will be required.

L. ITVA's greatest assets are its dedicated, hard-working staff and its educator supporters who, by attitude and deed, cheer on ITVA's efforts. However, the present ITVA staff and its educator supporters cannot be expected to add to their already overbearing workload and remain effective as creators of ITV productions worthy of the project's aspirations; synthesizing ITVA's educator efforts and software-hardware components probably will remain ITVA's greatest challenge.

IV. Recommendations

The recommendations included in this study stem from considerations directly related to pupil needs that can be met through the services of the ITVA. These needs have been defined by fifty members of San Diego County's Supplementary Education Center (SEC) Advisory Committee and Executive Council. The recommendations that follow have been suggested by (1) classroom teachers, (2) ITVA Subject Area Study Committees, (3) Administrative Members of the ITVA Representative Council, JCCC, JCCC Steering and Executive Committees, and (5) inferences drawn from this study which reflect hoped for improvement of ITVA service as expressed by the educators listed above.

A. Budgetary Considerations: It has been recommended that funding sources other than those derived from P.L. 89-10 be determined and sought. To achieve this goal, it has been recommended that the listing of other Federally and Privately supported grant-in-aid programs compiled by the SEC be used in an effort to gain the additional funds needed by the ITVA to extend and improve program series recommended by the JCCC and ITVA Subject Area Study Committees. (A listing of possible funding sources with editorial comment forms Part 8 of Appendix A.)

B. Program Production: Recommendations attendant to the extension and improvement of ITVA produced programming can be categorized as (1) the production team, (2) pre-production planning and development, (3) continuity sheet or script writing, and (4) studio production.

1. The production team: The production and utilization of ITV telelessons requires teamwork. Teachers, students, resource teachers, curriculum specialists, administrators, ITVA Staff and Studio Production Personnel must form effective communicative links to get the job done and do it well. During the 1967-68 school year, these people have worked together exceedingly well, yet, analysis and systemization of these relationships should effect greater efficiency of operation. Therefore, it is recommended that:

   a. A one-page graphic work-up of the responsibilities of each member of the production team be developed, duplicated and made available to each person who becomes a production team member. Such a conceptual model should help promote understanding, clarity of role, and create conditions that improve teamwork relationships.

   b. Provisions be made on this form to include the names, positions, 'phone numbers, meeting dates and times of production team meetings as a means of identifying responsibility and effecting better communication.

   c. The entire production team meet as a group before the pre-production process is initiated.

2. Pre-Production Planning and Development. Granted that Letter "C" above is enacted, the production team then can react to a series of logically sequenced questions that should help "get-the-show-on-the-road". It is recommended that the considerations that follow be included as part of the pre-production process.

   a. Program goals and pupil performance expectancies be clearly stated and carefully delineated.

   b. Program objectives be stated in terms of anticipated pupil behavioral changes. (Mager's, "Preparing Instructional Objectives" should prove helpful in this regard.)

   c. Program series and individual program titles be agreed upon.

   d. A rough outline of program content be developed by the curriculum specialists involved for presentation at a later meeting. Similarly, these specialists are doubtless in the best position to advise ITV teacher-producer and technical staff personnel concerning Letters (a) and (b) above.

   e. The ITVA Staff be responsible for translating the desires expressed by curriculum specialists about Items (a) through (d) above into production modes of their own choosing.

   f. A pilot program be produced, video taped and shown to the appropriate curriculum area study committee members for evaluation before other programs in the series are produced.

3. Continuity sheet or script writing: In addition to imagination and intuition, a systems approach checklist can be helpful in the development of continuity sheets or scripts. Therefore, it is recommended that a PERT systems approach production model checklist be used for this purpose. Such a checklist should prove especially helpful to curriculum area study committees and newly assigned ITV teacher-producers.

4. Studio Production: If the Studio Director has been involved in Parts 1 through 3 above, few "hang-ups" should be experienced while "shooting" a program. This observation assumes, however, that the Director and his staff have the "tools" needed to translate the continuity sheet or script into a video taped recording. The "tools" required include properly prepared AV-ITV components which are the responsibility of the ITVA, and the electronic capability and studio staff which is the responsibility of the SDSC Broadcast Division.

   Both of these production entities have shown good faith and their productions provide evidence of their growing skill and efficiency. Therefore, it is recommended that the broadcasters be congratulated for their quest for excellence. Especially encouraging for all concerned are SDSC Foundation Plans to relocate and up-date its studio equipment. These plans include the relocation of their KEBS FM radio transmitter to Mount Miguel and the acquisition of new switcher, slide and camera chain and image orthicon camera equipment.

For ITVA's part, both ITVA Staff and a number of teacher ITVA program users have commented that adding animation to selected productions should greatly enhance their effectiveness. Cost of this process will limit its use. However, it is recommended that animated material should become part of ITVA's technical repertoire (whether developed internally or franchised) as soon as possible.

Teachers' comments about program production have centered around two recommendations. They are:

a. That careful consideration be given to the amount of information and number of concepts included in each production. These teachers feel that frequently more material is included than their students can cope with successfully during and following a single telelesson. Several teachers reporting this criticism differentiated between audio and video aspects of those productions they felt covered too much material by stating that more visualization on fewer subtopics should help ameliorate this situation.

b. That, although grade level designations are appropriate for Study Guide and Broadcast Schedule Materials, these designations should be omitted on broadcasts, thereby allowing teachers the freedom to use ITV programs where they are appropriate to special groups regardless of grade level designations. These groups include various tracking systems, EMR, TMR and Gifted Special Education Classes.

C. Rented programming: The previewing and acceptance or rejection of out-of-house productions by ITVA Curriculum Study Area Committees represents a basic and extremely important function of ITVA's activity. The difficulty of scheduling previews when a majority of the Curriculum Committee members can be present will be alleviated somewhat when preview tapes can be dubbed on the Ampex 7500 scheduled to be installed in ITVA's conference room during the up-coming summer.

However, to facilitate recording committee evaluations of the tapes previewed, it is recommended that:

1. A preview checklist based on pre-determined evaluative criteria be developed for committee use;

2. The checklist be printed in triplicate on sensitized paper to provide records that can be kept by committee members, the ITVA office and made available to the JCCC;

3. The evaluations so recorded be used to report committee recommendations to the Representative Council, Executive Committee, teachers and mass media.

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D. David Bash, SDA/ITVA staff photographer, "mixing" sound on equipment "adapted" for use. Equipment is leased, borrowed and purchased to build toward professional sound studios.

D. Program Utilization: A sizeable number of recommendations have been made relevant to program utilization. Those reported most frequently included recommendations based upon the need for:

1. More programming, especially at the primary level; multi-channel broadcasting has been suggested as a means of implementing an increased broadcast schedule.

2. More receiver and VTR hardware; video tape recorder hardware requests come from elementary as well as secondary school people, but are stressed by the latter as a requirement before ITVA programming can be used.

3. Additional program related multi-media materials for on-site follow-up use. Requests include 35 MM slide and film strips, audio tapes, disc recordings, pictures, maps, graphics and in some cases, tests.

4. ITV utilization workshops. Although ITV utilization workshops are offered by SDSC, the need appears to outstrip their availability.

5. In-Service-Education programming scheduled at times other than immediately before or after school; that on-going program series include follow-up interface dialogue under the direction of a group leader and allow college and/or hurdle credit.

(Ed. Note: See Part THREE, I, Section G and Part FIVE, Sections I and II for evidence of ITVA's awareness and activity relative to implementing the recommendations listed above.)

E. Hardware Integration: More than the acquisition of needed receiver and VTR equipment is required to make ITV programming available for classroom usage at the right place and time. To become completely operational and realize their full potential, ITV services ultimately must be processed through an integrated circuit. This means that, in addition to single channel, open-circuit broadcasting, multiple-circuit, on-site VTR capability, CATV and CCTV distribution and an electronic program request, "integrated network" must be established. Such an undertaking requires imagination, money and time. However near or distant this goal may be, developing plans for its advent, even though by hard-headed, gradualistic increments, requires a sense of the possible, practical and an overall sense of direction. Therefore, it is recommended that:

1. Plans for "completing the ITVA circuit" should become an activity of the Authority.

2. This activity be assigned to a special committee representative of ITVA's chief organizational components.

3. Color, CATV, CCTV, VTR, EVR, 2500 megahertz broadcast, time line and budgetary considerations be part of the special committee's investigation and report, and

4. Information acquired by this Committee be developed as "navigational chart" guidelines upon which enlightened short and long term decisions can be based.

(Note: For a conceptual model of an "Electronic Audio Visual Education System" (EAVES), See Appendix C, Part 2.)

F. Program Utilization Experimentation: In light of ITVA's goal of developing ITV programming that is creative, innovative and exemplary, it is recommended that experimental programs be initiated to determine:

1. What curriculum areas, subjects and grade levels are most amenable to enrichment as opposed to direct instruction and visa versa and/or to what degree should these approaches be blended.

2. What modes of presentation are most productive of desired behavioral change in the student population served.

3. What utilization aids and techniques provide conditions for learning most productive of pupil growth; e. g. the role of ITV "Look, Listen and Learn" carrels and small group viewing stations appears worthy of investigation.

(Note: Basic R & D is available for use as guidelines for these productions. However, application of current learning theory and teaching strategies need to be implemented in an effort to determine how pupil growth can be effected most beneficially. In sum, television's capability as a multi-media, sight, sound, motion and color medium needs to be exploited if ITV's potential is to be realized.)

G. Project Evaluation: The recommendation section generally, but more especially those recommendations dealing with program experimentation and utilization, are patently relevant to continuing investigation, evaluation and report. If ITV is to live up to the first letter of its name, the right questions have to be asked of the right people (including students) at the right time. Subsequently, these questions must be treated in such a manner that they yield data which can serve as the basis for enlightened decision making.

The emphasis should not be on basic R & D (N.B. Reid & MacLennan, Research In Instructional Television and Film), but upon the application of already produced evidence of The Conditions of Learning (Gagne) and teaching strategies designed for special student groups, teacher personality types, subjects, and grade levels. Therefore, it is recommended that project evaluation for 1968-69 include:

1. Consideration of the centralized mass media strategy employed by ITVA broadcasting as compared with Individually Prescribed Instruction (IPI) promulgated by Dr. Richard Bright, Director of Research for the U. S. Office of Education who calls IPI, "The greatest educational breakthrough in recent times." (San Diego Union, 11/20/67, AP News Release, Washington, D. C.) Concerning IPI's potential as a teaching-learning mode, "Bright has no doubt that all pupils will learn more with IPI and that about the top one-fourth will be well into college work by the time they finish high school." (Op Cit) The Fund for Media Research, Research Council of the Great Cities Program for School Improvement, also is recommended as a source of information pertinent to this consideration. Questing this area should result in better ITVA Staff understanding of the nature and nurture of their medium and of the self-understanding necessary for improving their professional stature and, subsequently, the state of their art.

2. One in-depth behavioral study of the educational gains provided by one of ITVA's program series.

3. Continuing assessment of ITVA program utilization in all curriculum areas and grade levels.

4. An investigation of student opinion regarding the strengths and weaknesses of televised instruction,

5. A cost analysis of program production in relation to classroom usage and educational gain.

6. A comparative study to determine the amount, kind and grade level usage of ITVA's open-circuit broadcasts in schools having off-air VTR capability in relation to those schools that do not; that this investigation concentrate on secondary school usage first, but later also probe utilization factors effected by VTR'd direct and CCTV disseminated ITVA program usage at elementary schools.

7. Discontinuing the practice of including tear-out evaluation forms in study guide manuals because of roughly 50,000 such inclusions, fewer than thirty were returned to the ITVA during the 1967-68 school year.

H. Recommendations Summary: The foregoing recommendations express ITVA's recognition of the rapid technological changes now occurring that are influencing educational methodology. The ITVA needs not only to keep pace, but play a leadership role by employing methodology aimed at inducing desired learning experiences (e. g., methods of discovery, critical thinking, the association of pleasurable experience with the process and content education, etc.). The ITVA is in a good position to implement this goal because it is staffed with creative personnel and, very fortunately, is located in a community whose burgeoning cultural-scientific personnel and technical resources represent a high level of readiness for educational research and development.

In this era of homo-cybernetics, the role men must play as compared with the function machines must perform inevitably is germaine to ITVA's activity. If the ITVA truthfully ascertains its present role in light of its potential, and charts its course accordingly, its contribution to the process and product of education should be substantive.

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APPENDIX A

ITVA ORGANIZATION/ACTIVITY/REPORTS

1. ITVA Flow Chart; Organization Described

2. Curriculum Area Study Committees

3. 1967-68 Broadcast Schedules

4. Projected 1968-69 Schedules

   a. Student Programs
   b. In-Service Broadcast Schedule

5. Hardware: In hand/planning/acquisition

   a. Receiver-Recording equipment
   b. NDEA TV & VTR Proposals
   c. VTR Study Committee
   d. Ad Hoc Committee on CCTV Equipment

6. Dissemination of Information Report

   a. Live presentations
   b. Requests for Information & Letters Sent
   c. Printed Matter
   d. Film - Radio - TV Coverage

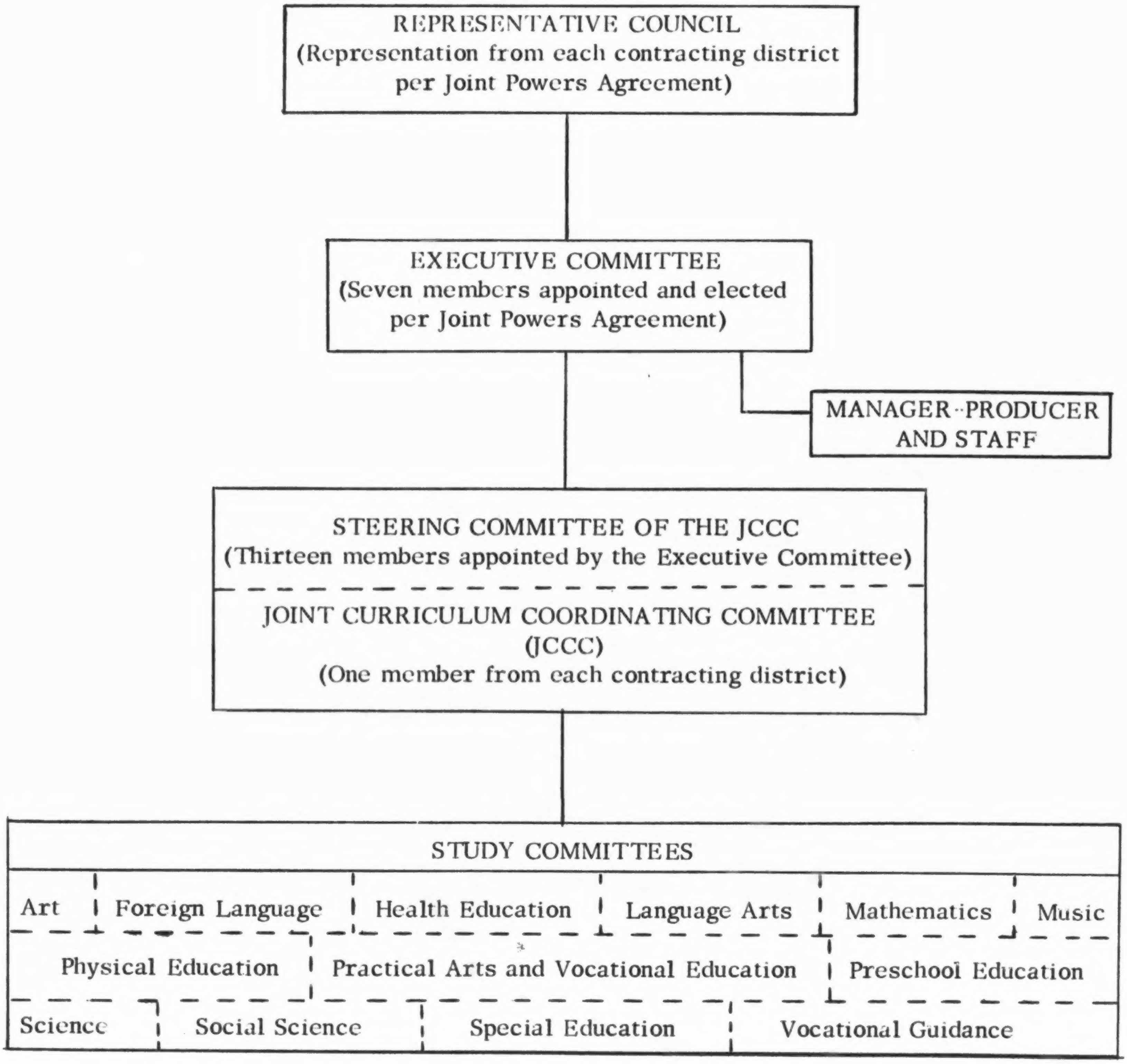
7. Status Reports

   a. Representative Council Report
   b. Curriculum Services Division, 3rd -Quarter ITV Report
   c. Curriculum Area Study Committee Reports

8. Possible Funding Sources

APPENDIX A

1. SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY


REPRESENTATIVE COUNCIL
(Representation from each contracting district per Joint Powers Agreement)
EXECUTIVE COMMITTEE
(Seven members appointed and elected per Joint Powers Agreement)
MANAGER-PRODUCER AND STAFF
STEERING COMMITTEE OF THE JCCC
(Thirteen members appointed by the Executive Committee)
JOINT CURRICULUM COORDINATING COMMITTEE (JCCC)
(One member from each contracting district)
STUDY COMMITTEES
Art
Foreign Language
Health Education
Language Arts
Mathematics
Music
Physical Education
Practical Arts and Vocational Education
Preschool Education
Science
Social Science
Special Education
Vocational Guidance

Supt. of Schools, Dept. of Educ.
San Diego County 12-67

THE JOINT CURRICULUM COORDINATING COMMITTEE

for the

SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY

In an effort to present the Joint Curriculum Coordinating Committee in perspective, it was believed necessary to also describe the affiliated elements or organizations in the SDA/ITVA. An organizational chart is attached and brief descriptions are as follows:

Representative Council

The Representative Council is composed of one representative from each school district that has membership in the SDA/ITVA, plus one additional member for each 10,000 ADA, and one member from the San Diego County Department of Education. The Representative Council's function is to set policy for the ITVA. The Council holds a minimum of one meeting per year. In most cases the members are the superintendents of the participating districts.

Executive Committee

The Executive Committee is composed of members from within the Representative Council. There are three members selected by the San Diego Unified School District, three members are elected by the other school districts, and one is from the Department of Education, San Diego County. Its purpose is to put into action the policy set forth by the Representative Council. The Executive Committee meets monthly.

Joint Curriculum Coordinating Committee

The Joint Curriculum Coordinating Committee serves to advise the Executive Committee on all matters pertaining to the television programs and materials developed by the ITVA. Its members must be professional educators. There will be one member from each participating district, appointed by the individual districts involved. This committee helps in determining recommendations for programs and methods of evaluation; it meets upon call of the chairman.

Steering Committee

The Steering Committee of the JCCC is composed of thirteen members appointed by the Executive Committee. The function of the Steering Committee is to guide the work of the JCCC and to make recommendations to the Executive Committee for programming.

Study Committees

The JCCC and its Steering Committee must depend upon administrators, teachers, and curriculum specialists for program recommendations. At the present time there are thirteen study committees. Study committees may be added or deleted as the need arises. The guidelines for the study committees are as follows:

Organization

A. Establishing a Committee. Any interested person may request that the Steering Committee of the JCCC establish a new subject area committee.

B. Selection of Members
  1. Appointment by Steering Committee of JCCC of one specialist from San Diego Unified and one specialist from the County Department of Education, who draw up a list of approximately 12 educators, competent in the subject area to serve as committee members and call a first meeting.
  2. Submit to Steering Committee of JCCC names of members for ratification.
  3. Election of a chairman at the first meeting.

Responsibilities

A. Recommendation to the Steering Committee of the JCCC of instructional television programs in the designated subject area.
  1. Survey of existing and potential needs.
  2. Identification of needs.
     a. Concepts
     b. Grade level
  3. Review of existing materials which might meet identified needs.
  4. Consideration of locally produced programs if nothing suitable exists.
  5. Make recommendations for programs to Steering Committee.

B. Developing locally produced programs
  1. Identification of need
  2. Preparation of list of primary objectives for the series including general general scope and sequence.
  3. Statement of concepts to be covered in each lesson of the series.
  4. Identification of the grade level for which series is intended.
  5. Indication of means for evaluation.
  6. Acting as a resource advisor to television teacher.

C. Evaluation
  1. Organize clusters of teachers in each of the districts represented on the committee who can serve as an on-going evaluation team answering such

questions as:
   a. Are desired concepts included?
   b. Is series meeting needs of the child?
   c. Are ITV lessons being used effectively by the classroom teacher?

2. Make provisions to observe programs.
3. Report results to Steering Committee of JCCC.

Supt. of Schools, Dept. of Educ.
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APPENDIX A

2.

SAN DIEGO AREA ITV AUTHORITY

Study Committees

ART

Co-chairmen
Ibby Hallam, County Curriculum Coordinator - Art
Dr. Leven C. Leatherbury, S.D. Unified - Art Specialist

Members
Thelma Arbuckle, National - Teacher
William R. Dawson, Cajon Valley - General Curriculum Coordinator
Monte DeGraw, S.D. Unified - D.R.T., Secondary Art
Louis Demetre, S.D. Unified - D.R.T., Elementary Art
Rex Hamilton, Escondido Union - Art Education Consultant
Sister Agnes Katherine, Academy of Our Lady of Peace - Art Teacher
Vivian Longworth, Chula Vista - Art Consultant
Enid Miller, Sweetwater - Art Teacher
Floyd Mumert, Oceanside Union - Art Coordinator
Joseph Nyiri, S.D. Unified - D.R.T., Elementary Art
Duane A. Peters, Escondido Union High - Art Teacher
Pauline Ritter, La Mesa-Spring Valley - Art Coordinator
Mona-Lee Trunkfield, Sweetwater - Art Teacher
Adita Wolfe, Lakeside - Teacher

FOREIGN LANGUAGE

Co-chairmen
Robert Landen, County Curriculum Coordinator - Foreign Language
Hal Wingard, S.D. Unified - Foreign Language Specialist

Members
Harold Bowerman, S.D. Unified - D.R.T., Elementary Foreign Language
Miriam Creter, Santee - Consultant
Alice Francis, Cajon Valley - Spanish Teacher
David Guthrie, Sweetwater - Spanish Teacher
Herbert Ibarra, S.D. Unified - ESL Project Director
Serafina Krear, Chula Vista - Special Teacher
Sister Charles Leonard, Academy of Our Lady of Peace - Spanish Teacher
Helen Long, National - Elementary Teacher
Margaret Lynch, Lakeside Union - Junior High Spanish Teacher
John Malovic, Grossmont Union - Foreign Language Teacher
Elizabeth Markey, Coronado - Spanish Specialist
Nancy Martin, Rancho Santa Fe - Spanish Teacher
Clifford Mendoza, S.D. Unified - D.R.T., Secondary Foreign Language
Dr. William Norin, Poway - Director of Curriculum
Don Phillips, La Mesa-Spring Valley - Junior High Coordinator
Fernando Ramirez, Oceanside Union - Junior High Spanish Teacher
Nick Santiago, S.D. Unified - D.R.T., Elementary Foreign Language

HEALTH EDUCATION

Co-chairmen	Robert Dean, County Curriculum Coordinator - Science, Mathematics, Health, and Physical Education
	Asahel Hayes, S.D. Unified - Health and Physical Education Specialist
Members	Judith Bain, Lakeside - Coordinator of Special Services
	Boyd Bevington, Cajon Valley - Physical Education and Science Coordinator
	Helen Brophy, S.D. Unified - Supervising Nurse
	Robert Crumly, Chula Vista - Principal
	Dorothy Davis, South Bay - Elementary Teacher
	James Humphrey, Santee - Principal
	Donald LeMay, Carlsbad - Secondary Science and Mathematics Teacher
	Janice LeMay, Carlsbad - Nurse
	Howard Neff, La Mesa-Spring Valley - Principal
	Dr. Gage Wetherill, S.D. Unified - Director, Health Services

LANGUAGE ARTS

Co-chairmen	Dr. Robert Bennett, S.D. Unified - Language Arts Specialist
	John R. Walters, County Curriculum Coordinator - English, Language Arts
Members	Frances Clare, S.D. Unified - Elementary Director
	Vivian M. Cooley, San Dieguito Union - Reading Laboratory
	Jacqueline Cooper, S.D. Unified - English Teacher
	William Dawson, Cajon Valley - General Curriculum Coordinator
	William deLannoy, S.D. Unified - D.R.T., Secondary Speech Arts
	Mary Ferguson, Sweetwater - English Teacher
	Margaret Gaydos, S.D. Unified - D.R.T., Second Language Arts
	Dr. Viola Granstaff, S.D. Unified - Instructional Consultant, Secondary Language Arts
	Sally Hannon, Carlsbad Union - Teacher
	Sister Mary Jean, Academy of Our Lady of Peace - English Teacher
	Truman Jensen, Lakeside Union - Principal
	Stuart Karzen, S.D. Unified - Instructional Consultant, Upper Elementary
	Elizabeth Kay, Chula Vista - Supervisor
	Josephine Kirkland, S.D. Unified - Principal
	Frances Lea, Grossmont Union - English Teacher
	Betty McCormick, South Bay - General Supervisor
	Madelon McGowan, S.D. Unified - English Teacher
	Wilhelmine Nielsen, Poway Unified - Principal
	Leah Nowell, Oceanside Union - Curriculum Coordinator
	Dr. John Otis, National - Curriculum Coordinator
	Jimmy Phelps, Santee - Director of Curriculum Services
	Charlene Robbins, S.D. Unified - Instructional Consultant, Elementary Reading
	Mary Rodrigues, S.D. Unified - Instructional Consultant, Primary Grades
	Harry Roux, Chula Vista - Special Teacher
	Ruth Steinmetz, La Mesa-Spring Valley - Language Arts Coordinator

MATHEMATICS

Chairman	Dr. Jack Price, County Curriculum Coordinator - Mathematics, Science
Members	Janet Abbott, Chula Vista - Supervisor of Elementary Education
	Leslie Beatty, Chula Vista - Resource & Curriculum Materials Director
	Warren Cox, Sweetwater - Mathematics Teacher
	Elizabeth Davis, S.D. Unified - Elementary Teacher
	William Dawson, Cajon Valley - General Curriculum Coordinator
	Donna Doyle, Resident Coordinator - Madison Project
	Donald Hankins, S.D. Unified - Mathematics Specialist
	Wilma Hunter, Lakeside Union - Elementary Teacher
	Robert Ingrum, S. D. Unified - Acting Mathematics Specialist
	Dr. Richard Madden, San Diego State College - Professor
	Virginia Mashin, S.D. Unified - Instructional Consultant, Secondary Mathematics
	Joseph Trotter, Oceanside - Principal
	Father Vogel, Academy of Our Lady of Peace - Secondary Math Teacher

MUSIC

Chairman	Ken Owens, S.D. Unified - Music Specialist
Members	Carl Baxter, S.D. Unified - Instrumental Music
	Richard Braun, S.D. Unified - Instrumental Music
	Helene Champlin, Oceanside Union - Music Coordinator
	Josephine Cunningham, La Mesa-Spring Valley - Music Coordinator
	John Eitzen, S.D. Unified - Instrumental Music
	Richard Ekhaml, S.D. Unified - Instrumental Music
	Jessie Eller, Escondido Union - Consultant of Music Education
	Edward Fisher, S.D. Unified - Instrumental Music
	Robert Henderson, S.D. Unified Instrumental Music
	Eugene Holloway, S.D. Unified - Instrumental Music
	Sister Mary Jean, Academy of Our Lady of Peace, Secondary Music Teacher
	Margaret Lee, S.D. Unified - Instructional Consultant, Elementary Music
	Daniel Magnusson, S.D. Unified - Instrumental Music
	Jane McCorkell, National - Vocal Music Teacher
	Damaris McNeill, S.D. Unified - Instructional Consultant, Elementary Music
	Malcolm Pappin, S.D. Unified - Instrumental Music
	Robert Parrett, S.D. Unified - Instrumental Music
	Walter Peterson, S.D. Unified - Instructional Consultant, Secondary Music
	Stanlie Pugh, S.D. Unified - Junior High Music Teacher
	Edna Jo Reed, County Curriculum Coordinator - Music
	William Sell, S.D. Unified - Instrumental Music
	Philip Simpson, S.D. Unified - Instrumental Music
	Dick Slaker, S.D. Unified - D.R.T., Elementary Music
	Sara Switzer, Chula Vista - Vocal Music Supervisor
	Margaret Vanoni, Cajon Valley - Vocal Music Consultant

PHYSICAL EDUCATION

Chairman	Asahel Hayes, S.D. Unified - Physical Education Specialist
Members	Boyd Bevington, Cajon Valley - Physical Education and Science Coordinator
	Charles Boucher, Chula Vista - Principal
	Robert Dean, County Curriculum Coordinator - Science, Mathematics, Health, and Physical Education
	Robert Dewitt, Chula Vista - Auxiliary Teacher
	Robert Eaton, South Bay - Principal
	Abe Friedman, San Diego State College - Assistant Professor
	Frederick Gallup, S.D. Unified - Instructional Consultant, Elementary Physical Education
	Raymond Kessler, Oceanside Union - Principal
	Robert Montgomery, Chula Vista - Principal
	Don Phillips, La Mesa-Spring Valley - Junior High Coordinator
	Winnifred Robinson, S.D. Unified - Instructional Consultant, Elementary Physical Education
	Mike Warren, Marion High - Physical Education Instructor
	Ray Waters, Carlsbad - Elementary Teacher
	Nelo Whidby, National - Principal
	William Wittaker, Academy of Our Lady of Peace, Physical Education Instructor

PRACTICAL ARTS AND VOCATIONAL EDUCATION

Chairman	William Steinberg, S.D. Unified - Specialist for Practical Arts and Vocational Education
Members	Dr. W.C. Anderson, San Diego State - Chairman, Industrial Arts Dept.
	Dr. Nona Cannon, San Diego State - Chairman, Home Economics Dept.
	David Fleckles, Sweetwater - Vocational Education Coordinator
	Virginia Klapp, Grossmont - Coordinator of Work Experience
	Millard Lachman, County Curriculum Coordinator - Vocational-Technical Education
	Rilla Lovell, S.D. Unified - Business Education Instructional Consultant
	Ernest Montiel, S.D. Unified - Industrial Arts Instructional Consultant
	Jesse Morphew, S.D. Unified - Coordinator of Occupational Education
	Dr. L. A. Pemberton, San Diego State - Chairman, Business Education Department
	Aina Summerfelt, S. D. Unified - D.R.T., Home Economics

PRE-SCHOOL EDUCATION

Chairman	Gerald Boosinger, Oceanside Union - Project Coordinator
Members	Dr. P. Marvin Barbula, County Dept. of Education - Guidance Coordinator
	Bernice Burnes, South Bay - Kindergarten Teacher
	Miriam Creter, Santee - Consultant
	Dr. Salvador Flores, Chula Vista - Supervisor of Special Projects

Margaret Horton, Escondido Union - Coordinator of Compensatory Education
Priscilla Maloney, National - Pre-school Coordinator
Mervin Nerling, S.D. Unified - Project Follow Through Coordinator
Frances Reed, Chula Vista - Supervisor of Elementary Education
Mary Lou Sayler, S.D. Unified - Pre-kindergarten Resource Teacher
Juan Solis, Carlsbad - Director of Special Projects
Dr. Willard Unsicker, Cajon Valley - Deputy Superintendent
Conrad Wagner, S.D. Unified - Coordinator of Pre-kindergarten Programs

SCIENCE

Co-chairmen
Robert Dean, County Curriculum Coordinator - Science, Mathematics, Health & Physical Education
Serafino Guiliani, S.D. Unified - Science Specialist

Members
Mike Aragon, S.D. Unified - Elementary Teacher
Boyd Bevington, Cajon Valley - Physical Education and Science Coordinator
Dr. Sam Blanc, San Diego State College - Professor of Education
John Burns, Escondido Union - Vice Principal
Don Chamberlin, S.D. Unified - Administrator of In-Service Education
Electa Davis, S.D. Unified - Vice Principal
Ted Doughty, La Mesa-Spring Valley - Principal
Clifford Fredrickson, S.D. Unified - D.R.T., Secondary Science
Donna Keenan, S.D. Unified - D.R.T., Upper Elementary Grades
Ernest Naveu, Sweetwater - Secondary Science Teacher
Virl Nuttall, National - Principal
Shirley Richardson, San Dieguito - Science Teacher
Vernon Semones, S.D. Unified - Elementary Teacher
Father Smith, Saint Augustine - Science Teacher
W. Arthur Thomas, Lemon Grove - Principal
John F. Vugrin, Chula Vista - Principal

SPECIAL EDUCATION

Chairman
Fred Bode, County Dept. of Ed. - Coordinator of EMR Special Training Classes

Members
George Banks, S.D. Unified - Coordinator of the Secondary Gifted Program
Lyn Barrett, S.D. Unified - Television Teacher
Dr. Clayton Bennett, County Dept. of Ed. - Special Education Coordinator
Edward Brien, Santee - Teacher of Visually Handicapped
Paul Curran, La Mesa-Spring Valley - Teacher of the TMR
Evelyn Curry, S.D. Unified - Coordinator of the Elementary Gifted Program
John Dalley, S.D. Unified - Supervisor of Mentally and Educationally Handicapped
Carmen Dixon, Chula Vista - Speech and Hearing Consultant
Valeria Edinger, Santee - Teacher of the EMR
Stella Grissom, S.D. Unified - Adjustment Teacher
Milton Grossman, Sweetwater - Director of Special Services
Don Hammill, La Mesa-Spring Valley - Teacher of the Educationally Handicapped

Clifford Hatch, South Bay - Director of Guidance Services
Rex Hydorn, S.D. Unified - Chairman of Speech and Hearing Section
Ole Kittieson, S.D. Unified - D.R.T., Gifted
Mary Kniazeff, S.D. Unified - Elementary Teacher of the Gifted
Donald Krebs, Director of the Speech and Hearing Center
Theresa McCan, Chula Vista - Principal
Frances Petefish, S.D. Unified - Adjustment Teacher
Frances Read, Chula Vista - Supervisor of Elementary Education
Ann Reed, S.D. Unified - Hearing Handicapped Teacher
Ray Sippel, S.D. Unified - Supervisor of Mentally and Educationally Handicapped
Leon Smelser, La Mesa-Spring Valley - Teacher of the Oral Deaf
Charles Theodore, Santee - Teacher of the TMR
Claudia Thompson, S.D. Unified - Teleteacher
Daniel Votaw, S.D. Unified - Principal
Tom Watts, S.D. Unified - Teacher of the Educationally Handicapped
Warner White, Cajon Valley - Coordinator of Special Education
Dave Wright, S.D. Unified - Director of Exceptional Child Services
Betty Yarborough, S.D. Unified - Speech and Hearing Teacher

SOCIAL SCIENCE

Chairman	Werner Stickel, County Curriculum Coordinator - Social Sciences
Members	Joan Boeman, La Mesa-Spring Valley - Elementary Enrichment Teacher
	Lawrence Boyd, South Bay - Principal
	Father Cain, Saint Augustine High - Secondary Social Studies Teacher
	Richard Carey, Sweetwater - Secondary Social Studies Teacher
	Sister Mary Dorothea, Academy of Our Lady of Peace - Secondary Social Studies Teacher
	Ralph Finnerty, National - Principal
	H. David Fish, S.D. Unified - Social Stuides Specialist
	Peter Frank, County Curriculum Coordinator - Social Studies
	Karen Haas, Solana Beach - Elementary Teacher
	Dr. Gladys Halvorsen, Oceanside Union - Assistant Superintendent, Instructional Services
	Leroy Harris, S.D. Unified - D.R.T., Secondary Social Studies
	Ralph Hawley, Escondido Union - Principal
	Rita Jones, S.D. Unified - D.R.T., Primary Grades
	Florence Lyon, S.D. Unified - D.R.T., Upper Grades
	Gerald Maryott, Cajon Valley - Principal
	Alyce McNealy, S.D. Unified - D.R.T., Secondary Social Studies
	Thomas Neel, Carlsbad Union - Principal
	Margaret Paradise, Chula Vista - Director of Curriculum
	Jimmy Phelps, Santee - Director of Curriculum Services
	Harvey Prokop, S.D. Unified - Instructional Consultant, Secondary Social Studies
	A.R. Rikansrud, Julian - Secondary Social Studies Teacher
	Jack Robinson, Sweetwater - Secondary Social Studies Teacher

Manuel Silva, Saint Agnes - Elementary Teacher
Doris Sussan, Lemon Grove Reading Specialist
Jack Whittinghill, Lakeside Union - Principal
Roy Williamson, Escondido Union High - Secondary Social Studies Teacher

VOCATIONAL GUIDANCE

Chairman Dr. Glen Pierson, County Dept. of Ed. - Director of Pupil Personnel
Members John Barrons, Grossmont - Director of Educational Opportunities
Freyda Cohen, S.D. Unified - Career Development Counselor
Father Daleo, Academy of Our Lady of Peace
Robert Estell, Romana - Guidance Director
David Fleckles, Sweetwater - Director of Vocational Education
Arlene Gardiner, Escondido Union High - Counselor
Lawrence Knechtel, S. D. Unified - Director of Career Development
Mary Jo Liston, Oceanside-Carlsbad - Counselor
Michael Nugent, S.D. Unified - Supervisor/Counselor
Emmett Skirvin, S.D. Unified - Career Development Counselor, ESEA
Harold Thornburg, Poway - Counselor
Dr. Edwin Whitfield, County Guidance Coordinator

APPENDIX A - 3. FALL 1967 - SPRING 1968 SDA/ITVA BROADCAST SCHEDULE

A *QUICK* REFERENCE

	TITLE	GRADE LEVEL	SUBJECT AREA	BROADCAST	
				DAY	TIME
1.	All About You	1-2	Health	Tuesday Friday	2:50 9:45 (Repeat)
2.	Art Around Us	8-12	Art	Thursday Friday	8:45 2:00 (Repeat)
3.	Americans All	4-6	U.S.History	Monday Thursday Friday	2:30 10:50 (Repeat) 10:30 (Repeat)
4.	Children's Literature	K-3	Language Arts	Tuesday Thursday Friday	9:30 1:30 (Repeat) 2:50 (Repeat
5.	Community!	8-12	Civics	Monday Wednesday Friday	2:50 11:10 (Repeat) 9:30
6.	Crossroads	5-8	Creativity	Monday Tuesday Friday	10:50 10:30 (Repeat) 2:30 (Repeat)
7.	Franklin to Frost	10-12	Language Arts	Monday Friday	1:00 10:50 (Repeat)
8.	Geography	4-6	Social Studies	Wednesday Thursday	2:30 10:30 (Repeat)
9.	Heritage	4-6	California History	Wednesday Thursday	2:50 11:10 (Repeat)
10.	Images of America	7-12	U.S. History	Monday Wednesday	8:45 1:00 (Repeat)
11.	Making of Music	7-12	Music (Enrichment)	Tuesday Thursday	8:45 1:00 (Repeat)
12.	Man in Space	7-12	Science (Enrichment)	Tuesday Thursday	2:00 10:00 (Repeat)
13.	Meet the Arts	4-6	Art/Music	Monday Friday	1:30 10:00 (Repeat)
14.	News of the Week	4-6	Current Events	Monday Thursday Friday	9:30 9:00 (Repeat) 1:45 (Repeat)
15.	Of Course We Speak Spanish	6	Foreign Language	Monday thru Friday Monday thru Friday	9:15 11:25 (Repeats)

16.	Peaceful Uses of Nuclear Energy	7-12	Enrichment	Tuesday Wednesday	10:00 1:45 (Repeat)
17.	Physical Education and Testing	4-6	Physical Education	Monday Wednesday	9:45 2:15 (Repeat)
18.	Places in the News	4-9	Current Events	Monday Wednesday	10:30 10:50 (Repeat)
19.	Profiles - Language	9-12	Language Arts	Monday Thursday	10:00 2:00 (Repeat)
20.	Profiles - Music	9-12	Music (Enrichment)	Tuesday Wednesday	1:00 8:45 (Repeat)
21.	Roundabout	Preschool	Cultural Enrichment	Monday Thursday Friday	11:10 9:45 (Repeat) 2:15 (Repeat)
22.	Sportsmanlike Driving	10-12	Driver Education	Monday Wednesday Thursday Friday	2:00 10:00 (Repeat) 2:30 (Repeat) 8:45 (Repeat)
23.	Stepping Into Rhythm	K-3	Music	Wednesday Thursday Friday	1:30 9:30 (Repeat) 1:00 (Repeat)
24.	Through Children's Eyes	4-6	Enrichment	Tuesday Wednesday	1:30 9:30 (Repeat)
25.	You and Eye	4-6	Art	Tuesday Wednesday	2:30 10:30 (Repeat)

APPENDIX A

4. (a) QUICK REFERENCE FOR THE 1968-1969 FALL BROADCAST SCHEDULE

The Spring schedule will include a 14-program series on primary physical education, a new Spanish series, and a primary geometry series of 8 programs. All of these are to be locally produced

	TITLE	GRADE LEVEL	SUBJECT AREA	BROADCAST	
				DAY	TIME
1.	ALL ABOUT YOU	1-2	Health	Monday Tuesday Friday	1:10 1:15 (Repeat) 9:45 (Repeat)
2.	AMERICANS ALL	4-6	U.S. History	Monday Friday	10:00 2:15 (Repeat)
3.	ART AROUND US	5-12	Art	Monday Tuesday Friday	9:45 1:00 (Repeat) 2:00 (Repeat)
4.	COMMUNITY	8-12	Civics	Monday Wednesday Friday	8:45 1:45 (Repeat) 1:15 (Repeat)
5.	CROSSROADS	5-8	Creativity	Tuesday Thursday	10:00 2:15 (Repeat)
*6.	DECISIONS	5-8	Health	Monday Tuesday Friday	10:40 11:10 (Repeat) 1:45 (Repeat)
7.	EXPLORING SENTENCES	3-6	Language Arts	Monday Thursday	10:20 2:00 (Repeat)
8.	FRANKLIN TO FROST	9-12	Language Arts	Tuesday Thursday	8:45 10:20 (Repeat)
9.	GEOGRAPHY	4-6	Social Studies	Wednesday Thursday	2:15 10:00 (Repeat)
10.	HERITAGE	4-6	San Diego/Calif. History	Wednesday Thursday	10:55 1:15 (Repeat)
11.	IMAGES OF AMERICA	7-12	U. S. History	Wednesday Thursday	8:45 2:35 (Repeat)
*12.	JUST WONDERING	K-1	Science	Wednesday Thursday Friday	10: 0 1:00 (Repeat) 10:50 (Repeat)
*13.	LET'S INVESTIGATE	3-5	Science	Monday Friday	2:00 9:30 (Repeat)
14.	MAKING OF MUSIC	7-12	Music Enrichment	Tuesday Thursday	2:35 8:45 (Repeat)

	TITLE	GRADE LEVEL	SUBJECT AREA	BROADCAST	
				DAY	TIME
15.	MAN IN SPACE	5-12	Science Enrichment	Wednesday	1:00
				Friday	2:35 (Repeat)
16.	MEET THE ARTS	4-6	Art/Music	Monday	1:30
				Wednesday	2:35 (Repeat)
				Friday	10:20 (Repeat)
17.	NEWS OF THE WEEK	4-6	Current Events	Monday	9:30
				Tuesday	2:00 (Repeat)
				Wednesday	10:35 (Repeat)
18.	OF COURSE WE SPEAK SPANISH	6	Foreign Language	Monday thru Friday	9:15
				Monday thru Friday	11:25 (Repeat)
19.	PEACEFUL USES OF NUCLEAR ENERGY	7-12	Science/S.S. Enrichment	Tuesday	10:20
				Thursday	1:30 (Repeat)
20.	PHYSICAL EDUCATION AND TESTING	4-6	Physical Education	Tuesday	9:45
				Wednesday	2:00 (Repeat)
21.	PLACES IN THE NEWS	4-9	Current Events	Tuesday	2:15
				Thursday	10:50 (Repeat
				Friday	10:00 (Repeat)
22.	ROUNDABOUT	Preschool	Cultural Enrichment	Monday	11:10
				Thursday	9:45 (Repeat)
*23.	SOUNDS LIKE MAGIC	K-1	Language Arts/ Speech Development	Wednesday	11:10
				Friday	1:10 (Repeat)
24.	SPORTSMANLIKE DRIVING	10-12	Driver Education	Monday	2:30
				Friday	8:45 (Repeat)
*25.	STEPPING INTO MELODY	2-3	Music	Wednesday	1:30
				Thursday	9:30 (Repeat)
				Friday	11:10 (Repeat)
26.	STEPPING INTO RHYTHM	K-1	Music	Monday	1:15
				Thursday	11:10 (Repeat)
*27.	TELL ME A STORY	K-3	Language Arts	Monday	10:55
				Tuesday	9:30 (Repeat)
				Friday	1:30 (Repeat)
28.	THRU CHILDREN'S EYES	4-6	Enrichment	Tuesday	1:30
				Wednesday	9:30 (Repeat)
*29.	TODAY IS TOMORROW	7-10	Vocational Guidance	Monday	9:00
				Tuesday	10:50 (Repeat)
30.	YOU AND EYE	4-6	Art	Monday	2:15
				Wednesday	10:00 (Repeat)

*New Programs

APPENDIX A

4. (b) SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY

IN-SERVICE SCHEDULE OCT. 7, 1968 - JAN. 31, 1969

Prepared according to ITV subject area committee requests and recommendations received to date (May 21, 1968).

OCT. 7 - 7:45 P.E. & TESTING, program 1

OCT. 8 - 3:15 P.E. & TESTING, program 1 (Repeat)

OCT. 9 - 8:15 ENGLISH FACT & FANCY, program 1

OCT. 10 - 3:30 ENGLISH FACT & FANCY, program 1 (Repeat)

OCT. 14 - 7:45 P.E. & TESTING, program 2

OCT. 15 - 3:15 P.E. & TESTING, program 2 (Repeat)

OCT. 16 - 8:15 ENGLISH FACT & FANCY, program 2

OCT. 17 - 3:30 ENGLISH FACT & FANCY, program 2 (Repeat)

OCT. 21 - 7:45 AUDIO VISUAL AIDS, program 1

OCT. 22 - 3:15 AUDIO VISUAL AIDS, program 1 (Repeat)

OCT. 23 - 8:15 ENGLISH FACT & FANCY, program 3

OCT. 24 - 3:30 ENGLISH FACT & FANCY, program 3 (Repeat)

OCT. 28 - 7:45 MUSIC TEXT, program 1

OCT. 29 - 3:15 MUSIC TEXT, program 1, (Repeat)

OCT. 30 - 8:15 ENGLISH FACT & FANCY, program 4

OCT. 31 - 3:30 ENGLISH FACT & FANCY, program 4 (Repeat)

NOV. 4 - 7:45 MUSIC TEXT, program 2

NOV. 5 - 3:15 MUSIC TEXT, program 2 (Repeat)

NOV. 6 - 8:15 ENGLISH FACT & FANCY, program 5

NOV. 7 - 3:30 ENGLISH FACT & FANCY, program 5 (Repeat)

NOV. 12 - 3:15 MUSIC TEXT, program 3

NOV. 13 - 8:15 ENGLISH FACT & FANCY, program 6

NOV. 14 - 3:30 ENGLISH FACT & FANCY, program 6 (Repeat)

NOV. 18 - 7:45 MUSIC TEXT, program 3 (Repeat)

NOV. 19 - 3:15 ENGLISH FACT & FANCY, program 7

NOV. 20 - 8:15 ENGLISH FACT & FANCY, program 7 (Repeat)

NOV. 21 - 3:30 ENGLISH FACT & FANCY, program 8

NOV. 25 - 7:45 MUSIC TEXT, program 4

NOV. 26 - 3:15 MUSIC TEXT, program 4 (Repeat)

NOV. 27 - 8:15 ENGLISH FACT & FANCY, program 8 (Repeat)

DEC. 2 - 7:45 P.E. & TESTING, program 1

DEC. 3 - 3:15 P.E. & TESTING, program 1 (Repeat)

DEC. 4 - 8:15 ENGLISH FACT & FANCY, program 9

DEC. 5 - 3:30 ENGLISH FACT & FANCY, program 9 (Repeat)

DEC. 9 - 7:45 P.E. & TESTING, program 2

DEC. 10 - 3:15 P.E. & TESTING, program 2 (Repeat)

DEC. 11 - 8:15 ENGLISH FACT & FANCY, program 10

DEC. 12 - 3:30 ENGLISH FACT & FANCY, program 10 (Repeat)

DEC. 16 - 7:45 SCIENCE TEXT, program 1

DEC. 17 - 3:15 SCIENCE TEXT, program 1 (Repeat)

DEC. 18 - 8:15 ENGLISH FACT & FANCY, program 11

DEC. 19 - 3:30 ENGLISH FACT & FANCY, program 11 (Repeat)

JAN. 6 - 7:45 SCIENCE TEXT, program 2

JAN. 7 - 3:15 SCIENCE TEXT, program 2 (Repeat)

JAN. 8 - 8:15 ENGLISH FACT & FANCY, program 12

JAN. 9 - 3:30 ENGLISH FACT & FANCY, program 12 (Repeat)

JAN. 13 - 7:45 SCIENCE TEXT, program 3

JAN. 14 - 3:15 SCIENCE TEXT, program 3 (Repeat)

JAN. 15 - 8:15 ENGLISH FACT & FANCY, program 13

JAN. 16 - 3:30 ENGLISH FACT & FANCY, program 13 (Repeat)

JAN. 20 - 7:45 CTA READING, program 1

JAN. 21 - 3:15 CTA READING, program 1 (Repeat)

JAN. 22 - 8:15 ENGLISH FACT & FANCY, program 14

JAN. 23 - 3:30 ENGLISH FACT & FANCY, program 14 (Repeat)

JAN. 27 - 7:45 P.E. & TESTING, program 1

JAN. 28 - 3:15 P.E. & TESTING, program 1 (Repeat)

JAN. 29 - 8:15 ENGLISH FACT & FANCY, program 15

JAN. 30 - 3:30 ENGLISH FACT & FANCY, program 15 (Repeat)

APPENDIX A

5. (a) SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY

Number of Television Receivers and Video Tape Recorders in San Diego County

SCHOOL DISTRICT	NO. OF SCHOOLS	SETS: 3/67	SETS: 9/67	SETS: 1/68
Cajon Valley Union	20	45	47(36)	81 (22)
Cardiff	2	8	16	17
Carlsbad Union	5	45	45,2 VTR	62, 2 VTR
Chula Vista City	21	60	92(39),1 VTR	100(35),1 VTR
Encinitas	3	7	14(7)	14(7)
Escondido Union	9	0	18(27)	45
Escondido Union High	3	0	15,1 VTR	15, 1 VTR
Fallbrook Union High	1	0	4,1 VTR	4(15),1 VTR
Jamul-Las Flores	1	1	2	2
Julian Union High	1	1	1	1
Lakeside Union	0	0	40,1 VTR	40,1 VTR
La Mesa-Spring Valley	20	20	86	86
Lemon Grove	8	16	16(16)	16(16)
National	9	20	20(15)	30(10)
Oceanside-Carlsbad Union High	2	0	10,1 VTR	10,1 VTR
Oceanside Union	12	18	44(84)	124(2 VTR)
Rich-Mar Unified	4	20	20	20(6)
Ramona Unified	3	0	6(5)	6(5)
San Diego Unified	155	331	508,3 VTR	508(50),5 VTR (5 VTR)
Santee	7	10	10(10)	10(10)
Solana Beach	2	4	4	6
South Bay Union	9	21	45	45
Sweetwater Union High	16	0	52	52
Valley Center Union	1	1	4	4
TOTALS	314	628	1119(239) 10 VTR	176 1298(154) 12 VTR (7 VTR

*Parentheses indicate purchases to be made spring 1968.

142/143

SGS:jb
2/6/68

SAN DIEGO AREA ITV AUTHORITY

Following are the plans for acquisition of television receivers and video tape recorders during the next year or two. All districts are planning to expand; however, these figures have been speculated on.

SCHOOL DISTRICT	1968-69 and/or 1969-70
Cajon Valley	VTR's in the future
Encinitas	20 additional recievers
Escondido Union High	10 additional receivers for two or three years, 2 VTR's
La Mesa/Spring Valley	Additional receivers as district grows. Planning purchase of VTR's.
National	20 additional receivers
Oceanside-Carlsbad Union High	2 VTR's
Ramona Unified	16 additional receivers, 1 VTR
Rich-Mar Unified	1 VTR
San Diego Unified	Additional receivers, 20 VTR's
Santee	30 additional receivers
Sweetwater Union High	Additional receivers as district grows. Planning purchase of VTR's.
Valley Center Union	6 additional receivers
Oceanside	50 additional receivers

SGS:jb
2/6/68

APPENDIX A

5. (b)

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

DATE: April 22, 1968

MEMO TO: Stanley

FROM: Blake

SUBJECT: NDEA PROPOSALS FOR TV AND VTR

I am pleased to have this opportunity to pull this information together for you, especially since you provided so much useful data while I was preparing the NDEA proposal on VTR.

Attached you will find copies of pp. 10-15 taken from VTR proposal which, to date, has not come back to me with an assigned project number. However, this section, A-6, is a statement of the overall proposal. A description of the evaluation procedure begins on p. 13 with the two key committees identified on pp. 14-15. There is also a sheet marked "Appendix D" showing the 194 receivers submitted in our joint city-county application forwarded early in March to Henry McCarty.

As for San Diego City Schools equipment on hand and requested, here is a current summary:

	TV Receivers		VTR Units	
	On Hand	Requested	On Hand	Requested
Elementary Schools				
On Hand	337		0	
Req. under NDEA		90		0
Secondary Schools				
On Hand	200		5	
To be purchased upon bid award early in May		0		5
Req. under NDEA	—	104	–	20
Totals	537	194	5	25

RJB:mh

Attachments

VTR - OVERALL PROPOSAL

VII. PROPOSED PROJECT

Title

The title should be specific and descriptive of the proposed project. It should fill no more than two or three lines.

Objectives

1. State both the immediate and long-range intellectual and behavioral objectives expected to be achieved by this project.
2. In what ways is it expected that this project will improve learning?

Description

1. Describe the proposed project.
2. What innovations are involved?
3. How is this project different from your present program?
4. How will the project change your present program?
5. How does the proposed project relate to long-range instructional plans?
6. What new equipment, materials, spaces, etc., will be available?
7. What specific strands, concepts, or generalizations will be attained or developed?
8. How will teachers and students be selected for the project?

Development

1. How was this project developed?
2. What personnel were involved in developing the project?
3. How were the personnel selected?

Title: A project to improve televised instruction in all critical areas of the secondary school curriculum through the utilization of closed circuit VTR television systems for the primary purpose of increasing the use of ITV in secondary schools.

Objectives

Immediate Objectives: The primary objective to be realized through this project is to significantly increase the utilization of televised instructional programs offered by SDA/ITVA in the secondary schools of this district. Additional objective can also be realized through the utilization of the closed circuit VTR systems described in this proposal. One is to make it possible to gain the advantages offered through the televised enlargements of minute objects afforded by a small camera attached to and used as an integral part of an existing microscope within the confines of a science classroom or laboratory. Another objective may be realize in terms of the occupational skills which can accrue to students who will be trained in the care and operation of the equipment.

Long Range Objectives: The intellectual and behavioral objectives to be achieved through this proposal are exactly the same as those for all critical area courses of study offered in the secondary school curriculum and supplemented through the program of televised instruction offered by SDA/ITVA. The most significant of these are:

1. To stimulate student interest in all phases of learning through the medium of televised instruction.
2. To combine the resources of the television teacher with the regular classroom teacher toward developing habits of clear and objective thinking, particularly in the areas of science, that are consistent with the maturity level of each student.
3. To develop through the television medium the problem solving skills and the ability to utilize orderly thought processes with emphasis upon those relating to mathematics instruction.
4. To develop skill in communications: reading, writing, and speaking, not only in the English language but in foreign languages for which televised instruction is especially well suited.
5. To develop ability in making intelligent observations, in perceiving important relationships, and in deriving useful implications and generalizations.
6. To develop an understanding of the geographical, historical, cultural, political and economic developments in other countries throughout the world utilizing the unusual and important dimensions afforded by ITV.
7. To develop an awareness of current and future social, scientific and cultural problems and their potential solutions which the television medium can assist in doing through the impact of immediacy more than any other medium.
8. To stimulate lasting understanding and appreciation of the value of the American way, and to equip students to function intelligently and worthily within the framework of American ideals and traditions; an objective of primary importance in this age of insecurity and unrest.

Description: This project is concerned primarily with the improvement of instructi in the secondary schools through the increased utilization of SDA/ITVA secondary le programming. The project seeks to make possible the acquisition, the assignment, and the broad utilization of a mobile, self-contained closed circuit video tape recording system, together with appropriate inservice training, in each secondary school of the District.

This project will make possible a much wider use of secondary level SDA/ITVA broadcasting than is now realized. It will change the present television programmin by making it practicable to increase the number of programs offered to secondary schools as usage and utilization increases. The usage of televised programs will increase throughout the spectrum of the broadcast series, and utilization will increase as more teachers find it possible to use in depth the programs geared to their courses of instruction.

As the instructional advantages of the television programs are shared on a wider basis, so will the long-range objectives of the various courses of study become more readily realized.

The new equipment sought in this proposal consists of twenty closed circuit video tape recording systems, self-contained, each comprising the following components:

1 ea.	Video tape recorder: a rugged and relatively small unit capable of recording and playback of video and audio signals on one-inch video tape.
1 ea.	Camera, small and light-weight: capable of attachment to and use with a microscope in science classes for microscopic enlargements.
1 ea.	Modulator, audio-video, suitable for supplying both picture and sound to one or more standard unmodified television receivers.
1 ea.	Receiver/Monitor, capable of receiving modulated signals off-the-air and simultaneously providing unmodulated video and audio signals to the video tape recorder.

1 ea.	Tripod and head; having strut braced legs and worm gear elevator column. The head must be capable of tilting downward 90 degrees to permit the camera to be lowered and attached to an existing microscope. It is desired that the camera and tripod be capable of detachment and movement from one science classroom or laboratory to another so that the use of the camera and microscope will be permitted in any of the science classrooms or labs.
1 ea.	Microphone, lavalier; with 18-feet of cable and neck-cord attachment.
1 ea.	Mobile CCTV Console; providing for mobility and for the storage of the video tape recorder, receiver/monitor, modulator, audio-mixer, and other small components including video tapes; and electrically connected internally for immediate movement to any part of the school building for plug-in and immediate use.

Teachers and students have already been selected in some of the secondary schools, and will be selected by principals and fellow staff members in the remaining schools for training in the operation and utilization of this equipment. Operator training is to be provided by the successful bidder as specified in the current bid. Inservice courses in the utilization of televised programs and the video tape recorder units are being arranged by the Curriculum Services Division and the Administrator of Inservice Education. Courses in the instructional use of televisio have for the past year been offered through San Diego State College.

EVALUATION PROCEDURE

Development: This project has been developed only after a most thorough investigati into the characteristics and operational capabilities of closed circuit video tape recording systems. The investigation began in September, 1967, and resulted in the review of not less than fourteen commercial systems. Actual operating demonstratio were scheduled and held in San Diego over a period of ten weeks, with each of the systems being demonstrated by representatives of the manufacturer and distributor. Complete proposals were requested and received from each of the representatives indicating the make and model of each component part in each system and the necessa technical data as well as estimated costs.

A committee of teachers and specialists under the chairmanship of the assistant director of audio-visual instruction was organized in September, 1967, to evaluate the equipment demonstrated and to review each of the proposals. Some of the members of the committee were selected by the chairman on the basis of their demonstrated interest and participation in instructional television, some for their involvement with existing VTR equipment in the District, and others for their knowledge and skills as electronics teachers.

This committee was instrumental in evaluating all of the equipment and the proposals and in establishing guidelines for the development of the bid specifications now being used by the District. The recommendations of this committee were also used in the preliminary preparations for this project.

The members who served on this committe, together with their regular assignments, are:

TR
OMMITTEES

5. (c) VIDEO TAPE RECORDER COMMITTEE MEMBERS

Name	Title	Location
James E. Hilsgen	Teacher on Special Assignment	Morse High
Harold M. Hallett	Teacher Electronics	Lincoln High
John Conrad	Teacher Electronics	Clairemont High
Charles Parker	Teacher Electronics, Communication, Department Chairman	Mesa College
Herbert Ibarra	Project Director	ESL-ESEA Center
Stephen A. All	Manager	SDA/ITVA--San Diego S at
Sam Snyder	Curriculum Coordinator	SDA/ITVA, Education Cent
Robert H. Burgert	Director, Instructional Aids	Education Center
Jesse Morphew	Coordinator, Occ. Educ.	Education Center
William B. Steinberg	Specialist, Practical Arts & Vocational Education	Education Center

VIDEO TAPE RECORDER COMMITTEE MEMBERS (con't)

Name	Title	Location
Ronald D. Mahoney	Teacher Electronics, Electronic Occupation	Hoover High
Max A. Keener	Teacher Electronics, Drafting	Mission Bay High
Mrs. Elinor Lueth	Teacher Chorus, Choir, Music Appreciation	Crawford High
Richard Marshall	Teacher General Math, Algebra Senior Math	Point Loma High
Norman W. Dupuis	Teacher General Math, Advanced Math, Algebra	Hale Junior High
Jack Blake, Chairman	Assistant Director, Audio-Visual Instruction	Education Center

The recommendations of the above committee were reviewed by a second, higher level committee having responsibility for the financing required in connection with the acquisition of the closed circuit video tape recording systems. This committee also contributed to the development of this application.

5. (d) AD HOC COMMITTEE ON CLOSED CIRCUIT TELEVISION EQUIPMENT

Name	Title	Location
Dr. George V. Hall	Associate Superintendent Operation of Schools	Education Center
Dr. Dwight E. Twist	Assistant Superintendent Secondary Schools	Education Center
Dr. William H. Stegeman	Assistant Superintendent Curriculum Services	Education Center
James D. Clark	Director-Secondary Schools	Education Center
William B. Steinberg	Specialist-Practical Arts & Vocational Education	Education Center
Norman D. Houser, Chairman	Specialist-Secondary Education	Education Center

APPENDIX D

XIV. LIST OF PROPOSED EQUIPMENT

Item number	Quantity	Equipment (style, type, specifications)	Manufacturer	Catalog number	Prices: Item cost	Prices: Total cost
1.	123	Portable TV Receivers, 18" screen	Motorola	BP 500	100.00	12,300.
2.	71	Standard TV Receivers, 23" screen	Admiral	THETV 3731M	123.00	8,733.
3.	42	Television Mobile Stands, 42"	Bretford	T-42E	29.00	1,218.
4.	29	Television Mobile Stands, 48"	Bretford	T-48E	31.00	899.

Expenditure for equipment	23,150.00
5% percent sales tax	1,157.50
Transportation cost	192.50
Total equipment expenditure (transfer figure to Item III)	24,500.00

APPENDIX A - 6

6. Dissemination of Information Report

a. Live Public Presentations

The ITVA Staff has participated in a goodly number of ITVA "story telling" presentations. By and large these presentations were made in San Diego County before P.T.A., business club and educational organizations. At least a dozen were made outside of the County at conclaves and conferences called by the California State Department of Education, the West Coast Radio and Television Association, Audio-Visual Education Association of California (AVEAC), (So. Section and Statewide Conferences) and the National Association of Educational Broadcasters (NAEB); (Regional and National Conferences).

A partial listing of these presentations follows:

DATE	ITVA STAFF MEMBER	LOCATION
Sept. 19, 1967	Stephen All	Central School P.T.A.
Sept. 20, 1967	Stephen All	Bay Park P.T.A.
Sept. 21, 1967	Stephen All	Gage Elem. P.T.A.
Sept. 25, 1967	Stephen All	South Bay Union School District Board Meeting
Sept. 25, 1967	Sam Snyder	Alcott School Faculty
Sept. 27, 1967	Sam Snyder	Jamul-Los Flores School Faculty
Sept. 27, 1967	DeGraff Stanley	Bay View Terrace Elem. School - Area ITV Orientation Conference
Oct. 6,7,8, 1967	Marge Frommer Stephen All	Radio Program
Oct. 11, 1967	DeGraff Stanley	Horace Mann Jr. High School, San Diego Institute for Creativity, ITV Evaluation Report
Oct. 13, 1967	Stephen All	KGB Program
Oct. 16, 1967	Sam Snyder	Webster School Faculty
Oct. 16, 1967	DeGraff Stanley	Samuel Gompers Jr. High School, Social Studies Staff,
Oct. 19, 1967	Stephen All	Oak Park P.T.A.
Oct. 21, 1967	Stephen All	San Diego State College ITV Work-Shop, Dr. Wylie's Class
Oct. 23, 1967	DeGraff Stanley	Calif. Western University Student-Teacher Education Class, ITV Film and Discussion
Oct. 23, 1967	Sam Snyder	Cubberly School Faculty
Oct. 24, 1967	Sam Snyder	Perry School Faculty
Oct. 25, 1967	DeGraff Stanley	Valley Jr. High School, Carlsbad Union School District, North County AV Conference. Principal Speaker, "TV or not TV; that's NOT the Question".
Oct. 27, 1967	DeGraff Stanley	Roosevelt Jr. High School, Univ. of Calif. extension class "ITV & Creativity".

DATE	ITVA STAFF MEMBER	LOCATION
Oct. 30, 1967	Sam Snyder	Holmes School Faculty
Nov. 6, 1967	Stephen All	National Association Educational Broadcasters, Denver, Colorado
Nov. 7, 1967	Sam Snyder	Valley Center School Faculty
Nov. 14, 1967	Stephen All	Grant Jr. High, Escondido, P.T.A.
Dec. 13, 1967	Sam Snyder	Buena Vista School Faculty
Jan. 9, 1968	DeGraff Stanley	Grossmont College Teacher Aid Education Class, ITV Film
Jan 15, 1968	DeGraff Stanley	U. S. Grant Hotel, Downtown Lion's Club, ITV Film & Discussion
Jan. 18, 1968	Stephen All	Euclid Elem. P.T.A.
Jan. 22, 1968	Stephen All	Harbison School P.T.A.
Jan. 22, 1968	Sam Snyder	Valencia Park School Faculty
Jan. 25, 1968	DeGraff Stanley	Atlantis Restaurant, S.D. County Red Cross Conclave; "The Role of ITV & Public Service Broadcasting"
Jan. 30, 1968	Stephen All	Hardy School P.T.A.
Jan. 30, 1968	Sam Snyder	Lindo Park School Faculty
Jan. 31, 1968	Sam Snyder	Hebrew Day School Faculty
Feb. 2, 1968	Stephen All	Principals - ITV Programming
Feb. 5, 1968	Sam Snyder	Burbank School Faculty
Feb. 6, 1968	Stephen All	Florence School P.T.A.
Feb. 16, 1968	DeGraff Stanley	Calif. Western Univ. Student-Teacher Ed. Class, ITV Film & Discussion
Feb. 20, 1968	Sam Snyder	Lindo Park School Faculty
Feb. 20, 1968	Sam Snyder	Imperial Beach School Faculty
Feb. 23, 1968	Sam Snyder	Chase Avenue School Faculty
Feb. 23, 1968	Stephen All	WRTA-WCITV, San Francisco
Feb. 27, 1968	Sam Snyder	San Luis Rey School Faculty
Feb. 28, 1968	Stephen All	University City Women's Club
Feb. 29, 1968	Stephen All	Clearview School, Chula Vista, P.T.A.
Mar. 1, 1968	Sam Snyder	Magnolia School Faculty
Mar. 2, 1968	Stephen All	San Diego State College ITV Workshop, Dr. Wylie's Class
Mar. 4, 1968	Sam Snyder	Rolando School Faculty
Mar. 5, 1968	Sam Snyder	Buena Vista School Faculty
Mar. 6, 1968	Sam Snyder	Santee School Faculty
Mar. 6, 1968	Stephen All	Los Angeles County Schools
Mar. 7, 1968	Sam Snyder	Mueller School Faculty
Mar. 12, 1968	Sam Snyder	Bird Rock School Faculty
Mar. 13, 1968	Sam Snyder	Maryland Avenue School Faculty
Mar. 15, 1968	Stephen All	Stella Maris Catholic School Faculty
Mar. 15, 1968	DeGraff Stanley	Santee School District Professional Growth Day; "The Advantages & Limitations of ITV"
Mar. 18, 1968	Stephen All	La Mesa-Spring Valley Board of Ed.
Mar. 18, 1968	Sam Snyder	Fuerte School Faculty
Mar. 19, 1968	Sam Snyder	Nestor School Faculty
Mar. 19, 1968	Sam Snyder	Orange Glen High School Faculty
Mar. 20, 1968	Stephen All	Anaheim School District

DATE	ITVA STAFF MEMBER	LOCATION
Mar. 21, 1968	Stephen All	Pepper Drive (El Cajon) P.T.A.
Mar. 21, 1968	Sam Snyder	Gage School Faculty
Mar. 21, 1968	Sam Snyder	Franklin School P.T.A.
Mar. 22, 1968	DeGraff Stanley	Escondido Union School District P.T.A. "ITV Charts & Discussion"
Mar. 25, 1968	Sam Snyder	Kimball School Faculty
Apr. 1, 1968	Sam Snyder	Marshall School Faculty
Apr. 2, 1968	Stephen All	Interdistrict Committee on VTR's
Apr. 19, 1968	DeGraff Stanley	KOGO: Cajon Valley Professional Growth Day: "The Care & Feeding of Project Evaluators"
Apr. 19, 1968	Stephen All DeGraff Stanley Tom Clayton Gregg Payne	Secondary Principals Conference
May 1-4, 1968	Stephen All	Great Cities Research Council, Boston, Mass.
May 6, 1968	Sam Snyder	Encanto School Faculty
May 8, 1968	Sam Snyder	Pershing Jr. High School Faculty
May 8, 1968	Sam Snyder	Santee School Faculty
May 8, 1968	Tom Clayton	Pershing Jr. High Workshop
May 13, 1968	Sam Snyder	Cardiff-by-the-Sea School, TV Teacher Demonstration
May 16, 1968	Sam Snyder	Finney School Faculty
May 24, 1968	DeGraff Stanley	Carlsbad Union School District, Supts. Advisory Council, ITV & VTR Presentation

b. Requests for Information and Letters Sent

(1) In-State

Delta Kappa Gamma
Hon. Educational Society
Mesa College, San Diego, Ca

W. W. Turkington
U. S. Naval Facility, Point Sur
Big Sur, California

Sally Y. Davis, Consultant in TV
County of Sacramento
Sacramento, California

AV Services
Kern County
Bakersfield, California

Educational Service Center
Santa Barbara County
Santa Barbara, California

Department of Audio-Visual
State Department of Education
Sacramento, California

V.I.T.A.
Valley Instructional TV Assoc.
Sacramento, California

(2) Within Continental United States

Education Service Center
Fort Worth, Texas
(Also sent 4 people to tour facilities)

C. Peter Denehy, CCTV Coordinator
Rockland County Schools
New York, New York

The Boeing Company
Audio-Visual Support Supervisor
Renton, Washington

University of New Mexico
Department of Languages
Albuquerque, New Mexico

North Central, West Virginia
Learning Resource Center
Morgantown, West Virginia

West Kentucky Project
Innovative Curriculum Programs
Paducah, Kentucky

Dept. of Educational Media
Orange County Board of Public Instruction
Orlando, Florida

Duval County Board of Public Instruction
Jacksonville, Florida

Inschool Television Services
University of Wisconsin
School of the Air
Madison, Wisconsin

Director of TV Education
Tacoma Public Schools
Tacoma, Washington

Radio-Television
Illinois State University
Normal, Illinois

Director of School Services
KETC - Channel 9
St. Louis, Missouri

Superintendent of Schools
Genesee County Schools
Flint, Michigan

Mott Education Program
Flint Public Schools
Flint, Michigan

National Association of Educational Broadcasters
Instructional Division
Washington, D. C.

(3) Outside Continental United States

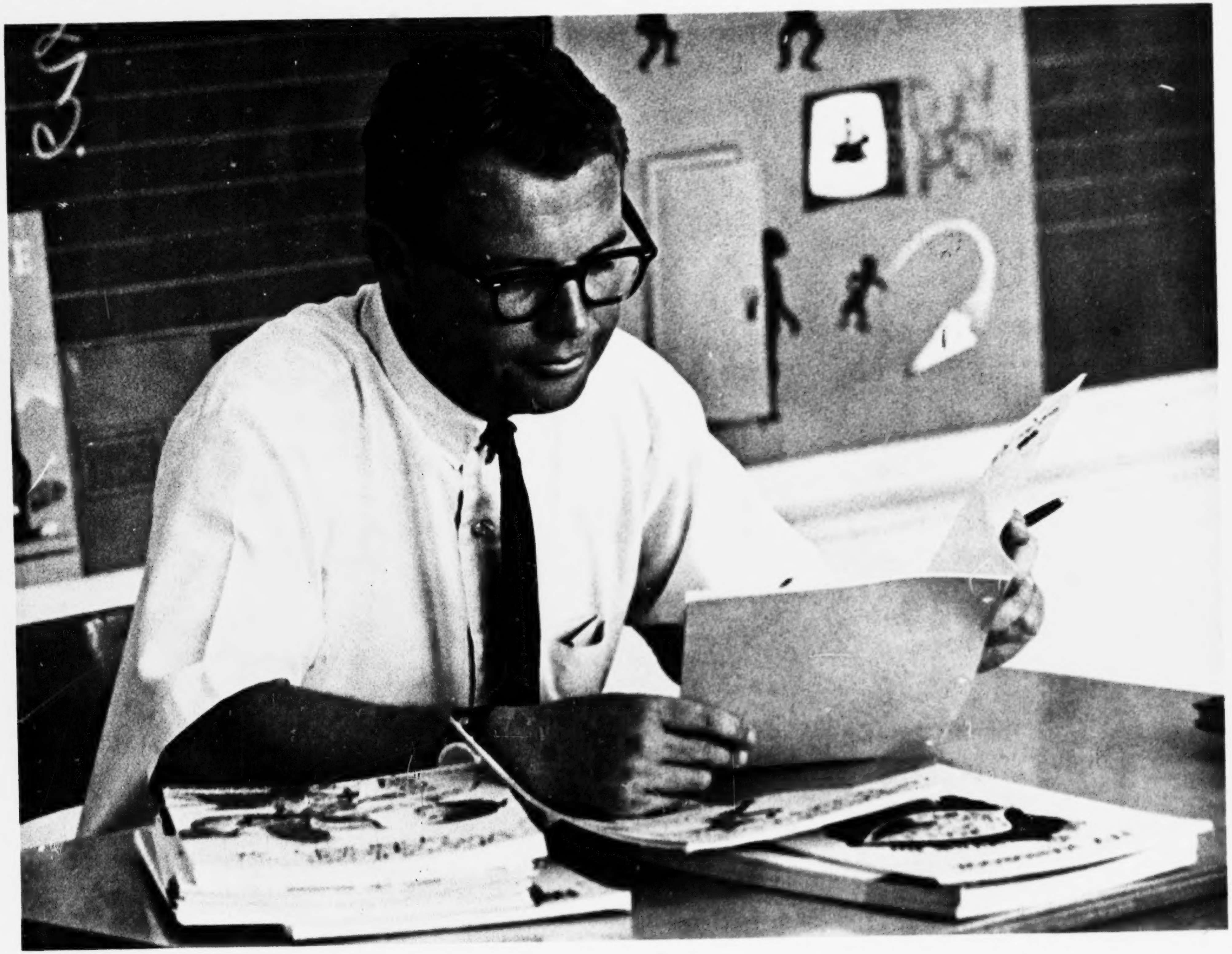
Edward J. Cronin, Principal
Department of Education
Pago Pago, Tutila
American Somoa

Supplementary Educational Svs
Anchorage Borough School District
Anchorage, Alaska

Department of Education
Educational Media Center
Honolulu, Hawaii

Center for Educational Television
Manila University
Manila, Philippines

Mr. Anthony C. Manyel
Minister of Education
Maseru Lesotho, Africa
(Also toured ITVA facilities June 19, 1968)



San Diego City-County teachers receive guidematerial early in September prior to broadcast of instructional television programs. Program selection is entirely the teachers' prerogative.

c. Printed Matter

A major function of the ITVA is the production and distribution of utilization aids for the project. This job, along with Traffic Control, is the responsibility of ITVA's Editorial Coordinator, Gregg Payne. A brief resume' of this office's 1967-68 activity follows:

1. Produced locally about 1.5 million pages of printed matter. This was written, edited, prepared for printing, printed and distributed; all functions, including printing in some cases, being done internally. The material took the form of some 15 separate books ranging in length from 16 to 150 pages, newsletters, etc.

2. Distributed, additionally, about 30,000 teacher guides acquired from various sources (NCSCT, MPATI, GPNITL, UNIV. OF MICHIGAN, ETC.)

3. Processed about 150 locally-produced programs, approximately 130 of which were produced during F.Y. 1967-68, for scheduling, broadcast and storage. Processed scheduling, receipt, broadcast and shipment of approximately 700 other videotapes and films acquired from various sources including those listed in Item 2 above.

In addition to utilization and materials sent to schools, the ITVA has developed, duplicated and disseminated information about the project through educational house organ and mass media outlets.

The house organ publications include (1) the Staff Bulletin Board, official publication of the San Diego City Schools, issued each Monday during the school year by the Superintendent of Schools, (2) the Education Newsletter, published monthly by the San Diego County Department of Education, and distributed to school personnel, school board members, P.T.A. presidents, colleges and news media in the County, (3) The Education Catalyst, a monthly publication developed by San Diego County's Supplementary Education Center (SEC) reporting information relating to projects to advance creativity in education (PACE) to a 14000 readership list similar to that used by Education Newsletter, and (4) Teleline, a 2000 copy mimeographed, monthly report of ITVA program highlights and activity distributed among teacher users of ITVA telecasts.

One of a kind articles describing ITVA activity and aspirations have appeared in local, state and national publications. These include the San Diego Teachers' Association Bulletin, the Audio Visual Education Association of California (AVEAC) Journal, and publications of the Great Plains Instructional Television Laboratory, National Center for School and College Television and the National Association of Educational Broadcasters.

Local news media have provided reporter coverage for most representative council and executive committee meetings. As a result, status reports, policy decisions and program proposals have been made a matter of public record.

In addition, the ITVA has developed and had printed a pamphlet entitled, "This Is San Diego Area Instructional Television". This publication succinctly describes ITVA's history, purpose and organization and has been made available to a wide range of public and private community agencies and organizations.

d. Film - Radio - TV Coverage

Beside their regular ITV program production work, ITVA's Program Production Staff has combined its talents to produce photographs, 35 MM color slides and 16 MM motion picture accounts of ITVA activity. A special, 16 MM color, 24-minute motion picture entitled "Television Techniques for Teachers" was team produced by ITVA personnel for local and national (GPITL) distribution.

Live and pre-recorded audio and video-taped presentations were made by ITVA staff members on commercial and non-commercial radio and television stations. Local channels 6, 8 and 10 have been generous by making public service program time available to the ITVA for these presentations. During California Public Education Week, April 15 - 22, these stations ran spot announcements encouraging parents to visit their children's schools. They also provided school-day air time for program specials after ITVA's regular broadcast year was completed. Similarly, San Diego State College's KEBS, Channel 15, provided air time for an on-going series of teacher in-service education programs in transformational grammar.

As a consequence of ITVA's effort and the cooperation of these broadcasters, ITVA's program and story was disseminated to a wide ranging audience.

7. (a)

STATUS REPORT
# of the
SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY

January, 1968

In its fifteenth month of operation, the San Diego Area Instructional Television Authority is serving twenty-five school districts and eleven private and parochial schools, or a total of 230,000 students, in 314 schools. By September 1967 over 1,120 television sets were being used, with an anticipated total of 1,400 before the end of the 1968 school year.

The ITVA broadcasts twenty-five program series weekly, 5-1/2 hours each day. This includes in-service programs for teachers. Programs broadcast apply to social studies, language arts, music, foreign language, current events, art, driver's education, California history, physical education, science, health and civics. Over 700 programs have been broadcast via one-million-watt KEBS channel 15; 225 of these programs were locally produced. (See attached for production of September, 1967 to January, 1968). The SDA/ITVA has received an award for program excellence for *"The News of the Week,"* and citations from the Red Cross, the Anti Litter Campaign and the San Diego County Dental Society for *"The Girl From Smile,"* a dental hygiene program. The series, *"Peaceful Uses of Nuclear Energy,"* produced in cooperation with Community Educational Resources, will be nationally distributed by Great Plains ITV Library. Also currently being considered for national distribution are, *"Art Around Us,"* a secondary art program, and *"Crossroads To Discovery,"* a program series using the inquiry approach to learning and designed to develop creative thinking abilities. The series *"Exploring Sentences"* is being requested for use throughout California. This series introduces the student as well as the teacher to the new language arts text. The foreign language in-service series, *"Canfield Speaks,"* (15 programs) has been requested for use by five out-of-state institutions, as has the special program produced on narcotics, *"LSD Today."* Previewing of SDA/ITVA series by a group of southern California ITV producers caused much comment regarding the superior quality of production and content. This has resulted from the Joint Curriculum Coordinating Committee's previewing, evaluating and recommending programs for acquisition or production. The close alliance of Subject Area Committees with the producing team and television teacher reflects the value of such organization. According to a "useage" evaluation, programs produced by the Authority are used more than programs acquired from other sources, proving that ITV programs must be geared to local curriculum needs.

Teacher guide materials provided for the programs have received excellent comment from other ITV institutions. Numerous requests for the booklet entitled *"The Utilization of Instructional Television,"* written in cooperation with the staff and JCCC, have been received.

Plans are underway to develop a series of programs on narcotics, alcohol and tobacco, a series of language arts in-service programs to prepare teachers for the new text, a music series on the elementary level, additional physical education programs, additional programs in Spanish and a series on the *"World of Work."*

SAN DIEGO AREA INSTRUCTIONAL TELEVISION AUTHORITY
PROGRAMS IN PRODUCTION BY FALL OF 1967

Total Number of Studio Productions From July 1, 1967 to January 26, 1968 107

Title: *Art Around Us*. Fifteen 15-minute programs for students in grades 8-12, developing the interrelationships between man and nature, showing how man through various combinations of line, form, texture and design uses the elements of nature to interpret what he sees and feels in art. Locally recognized artists and their artifacts were brought into the classroom via ITV. This series is being considered for national distribution by National Center for School and College Television.

Title: *Community*. Fifteen 15-minute programs in the area of social studies - civics, for the secondary level, exploring such aspects of the San Diego community as health, education and welfare, housing and urban development, transportation and communication, city and regional planning, economic development and law enforcement. ITV was able to bring people and places, not readily available through any other media, into the classroom. Current civic problems were discussed and local orientation to both city and county implications helped make this series an excellent source of information for teachers of civics.

Title: *Crossroads to Discovery*. This series of twenty 20-minute programs for children in grades 5-8 gave viewers, as well as student groups in the studio, a problem or a creative situation designed to provide free choice in approaching and attempting its solution. The inquiry approach, designed to stimulate student creativity, was used. It gave the teacher in-service experience and permitted students free choice in approaching problems from a personal viewpoint: to reason, to solve or attempt to solve as they saw fit. The Great Plains ITV Library is interested in distributing *"Crossroads"* as an excellent in-service program for training teachers in the inquiry approach to education. A format has been adopted of introducing the problem at the beginning of each program and opening the solving situation to a group of children in the studio, with the teacher acting as the catalyst.

Title: *Exploring Sentences*. A series of twelve 20-minute programs in the area of language arts to accompany the Roberts English Series, this series is designed to prepare elementary school children and their teachers to use textbooks in the Roberts English Series. Ella Lou Butler and Bob Bexer of Harcourt, Brace and World Publishers were made available to the SDA/ITVA for the series. Requests for state distribution are under consideration.

Title: *Heritage - The Story of San Diego*. This series of fifteen 15-minute programs is intended to supplement the fourth-grade California history unit, covering the span of San Diego history from 1542 to 1903, beginning with Cabrillo's explorations. Particular emphasis was given the Spanish, Mexican and American cultural periods of San Diego's growth. Using original art work, filming the dioramas made available by the San Diego Unified School District, and blending creative film work and dramatic narration, this series received full cooperation from the community in obtaining "one-only" copies of pictures, artifacts, etc. As a fringe benefit of this series, all art work has been put on colored slides and is available to be processed into film strips. With the addition of an audio sound track this could be used as an additional supplement to the fourth grade history unit.

Title: *News of the Week*. Thirteen 15-minute programs, intended to supplement current events instruction in grades 4-6, include news items of local, state, national and international significance. Many events are examined in depth to provide a better understanding of such things as Red China, narcotics, the devaluation of the British pound, etc. The programs were designed to support wherever possible the social studies curriculum in the elementary grades, including geography, history and economics. A study guide with maps, that could be easily duplicated for use in the classroom, was made available to teachers. This series received the Associated Press award for, "Excellence in Children's News Programming." Cooperation from the Copley Press through their Educational Department is being utilized by the Authority.

Title: *The Effective Use of ITV*. Two 30-minute programs produced at the beginning of the school year to provide teachers with a better understanding of the utilization of ITV in the classroom. A booklet initiated by the J.C.C.C. titled, "*Utilization of Instructional Television*," was developed and made available to all teachers using TV.

Title: *Teaching Concepts in Science*. Two 30-minute programs to prepare teachers for use of the new science text were produced in cooperation with Serafino Giuliani and Robert Dean, and provided background material for teachers relative to both the text book and the experimental kits. Actual films of teachers using the materials gave a better understanding of how to implement the new science text.

Title: *Human Relations*. A series of four 30-minute programs contracted by the San Diego Unified School District in cooperation with the SDA/ITVA to provide classroom teachers with a better understanding of current problems facing both students and teachers in their relationships with them.

Also produced was a single half-hour program completing fourteen locally produced 30-minute programs in the series "*Peaceful Uses of Nuclear Energy*." The series was developed in cooperation with General Atomic in San Diego, featuring leading physicists discussing the history and development of nuclear energy and its peaceful application. This series is currently being considered for national distribution by the Great Plains Library at the University of Nebraska. There is also pending a citation from the National Nuclear Society, San Diego Chapter, to SDA/ITVA.

Two sessions of teacher auditions were held for the position of Spanish teacher, a possible future need of the Authority. Also a series of in-service music programs is being tentatively planned. Currently, *News of the Week* and the *Crossroads* series will continue during spring semester, with pilot programs planned for a series in narcotics, tentatively titled "*Decisions*." A possible pilot for a series in cooperation with the San Diego Zoo and numerous in-service programs in the area of first aid, language arts, music, social studies, physical fitness and health education are also in the planning stages.

SAA/fc

7. b.

CURRICULUM SERVICES DIVISION

QUARTERLY REPORT: JANUARY-MARCH 1968

1. INSTRUCTIONAL TELEVISION

Efforts are being made to obtain more participation of teachers in recommending, selecting, planning, using, and evaluating television programs. A 15-month progress report on instructional television was made available to a number of local, state, and national groups. Contracts with the original 25 districts were approved and new school districts were encouraged to join the San Diego Instructional Television Authority.

A weekly executive session has been developed to review ongoing projects of key television personnel.

The television staff has made a number of presentations to parent-teacher associations, administrative and teacher groups, and interested community and civic organizations. Meetings have been held with elementary principals for better scheduling of programs. Pre-production planning sessions with teachers are now in operation on the narcotics series. Coordination is being developed between all groups, i.e., state, regional, and local on the production of television programs.

Subject areas committees continue to meet monthly, previewing and reviewing instructional television programs. Specific recommendations are being developed into a series of television programs for production. Priorities have been established by the representative council for summer and fall production.

We are currently developing an innovative television series in decision making and problem solving in the area of narcotics. Involved in this program are teachers, district resource teachers, curriculum specialists, and community resource personnel.

Four television programs on human relations have been presented. We are currently developing a fifth inservice education program to provide a better understanding of the complex problems of teaching students.

A series entitled "Today is Tomorrow" has been completed and is ready for scripting. The series will cover self-appraisal, growth, vocation, and leisure time. Students will be encouraged to assess their own interests, abilities, and aptitudes. Production is planned for early fall.

Six language arts programs were completed to follow the State text, one first aid program for teachers was completed, and a presentation was made on the utilization of television to approximately 20 groups throughout the county.

DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY
6401 LINDA VISTA ROAD. SAN DIEGO CA 92111 • AREA CODE 714 TEL. 278-6400

CECIL D. HARDESTY
SUPERINTENDENT OF SCHOOLS

January 11, 1968

Mr. DeGraff Stanley
San Diego Area Instructional
Television Authority
5164 College Avenue
San Diego, CA 92115

Dear De:

The Steering Committee of the JCCC discussed evaluation procedures in their October meeting and again briefly in December. Since we do not plan to meet again until February, I though perhaps I should respond to your letter even though presently I do not have all the information you need. I will take the opportunity to review the evaluation procedures with the Steering Committee in February and will see that you get a copy of the minutes, which will reflect their reaction.

In October it was decided that the JCCC would think of evaluation in four different ways:

1. A formalized evaluation to be conducted by DeGraff Stanley which would, among other things, satisfy the requirements of the Federal government.
2. Utilize the existing broadcast chairmen as a subjective "sounding board" for evaluative information.
3. To request that subject area committees organize "clusters" of teachers whom they could tap regularly for evaluative reaction.
4. To request that subject area committee members take individual responsibility for evaluating the programs in their respective subject matter areas.

The subject area chairmen have been apprised of this projected means of gathering evaluative data. Thus far we have not had any feedback, and it is assumed that they are still in the process of getting organized. I discussed the matter with Sam Snyder on January 10, 1968, and as he contacts the subject area committees he will remind them of the evaluation task. We will hope for some valuable feedback in the future.

A letter has gone out today (January 11, 1968) to all subject area chairmen, requesting reactions to the programs. We will forward you any appropriate information that is received.

Good luck on your evaluation task! It is not an easy one.

Sincerely yours,

Erven Brundage
Assistant Superintendent
Curricular Services

EB:GG

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

DATE: January 22, 1968

MEMO TO: Brundage

FROM: Leatherbury

SUBJECT: 1968-69 ITV SCHEDULE - ART

The Art Advisory Committee for ITV at its meeting on January 17 considered the request made of it in your memo of January 10 and made the following recommendations regarding the scheduling of art ITV programs for 1968-69:

1. It is recommended that the following three program series currently used be repeated during 1968-69:

   "You and Eye"
   "Art Around Us"
   "Meet the Arts"

2. Regarding broadcast time, the following points were made:

   a. Schedule the first viewing of each program in the morning and the repeat in an afternoon.

   b. Avoid scheduling art lessons on Friday afternoons and allow at least one day between the initial viewing and the repeat viewing.

3. In anticipation of repeating the 14 programs locally produced this year in the "Art Around Us" series, it is recommended that the teachers guide for this series be revised and expanded either on an hourly writing basis between now and June or during the summer.

4. The committee recommends that the development of the "Art Around Us" series be continued with the production of additional programs to complete the total projected series.

5. In addition to continuing the three programs currently being televised and completing the "Art Around Us" series, it is recommended that a new series of 15 programs be developed locally for use in the primary grades. Tentatively it is suggested that a series of 15 programs include three-four which would serve as in-service programs for teachers and 11-12 directed for viewing by children in grades 1-3.

The Art Advisory Committee has established two subcommittees to develop specific suggestions for title, objectives and content for the proposed continuation of "Art Around Us" series and the new program series in primary art.

We would very much appreciate your reactions, or those of the Steering Committee of the Joint Curriculum Coordinating Committee, to these recommendations. We would particularly appreciate guidance as to the plans for repeating the three art series now in use and the possibilities for developing the suggested new programs.

LCL:ea

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

DATE: June 7, 1968

MEMO TO: Stanley

FROM: Landen and Wingard

SUBJECT: EVALUATION OF FL ITV PROGRAMMING

"Of Course We Speak Spanish" is the only foreign language program broadcast by the San Diego Instructional Television Authority. This program is utilized by certain of the county school districts.

During the course of the academic year 1967-68, many teachers and administrators in districts using the program have reported to members of the FL ITV Committee and to the committee's co-chairmen, Mr. Robert Landen, Curriculum Coordinator, and Mr. Harold B. Wingard, Foreign Language Specialist. These reports have been enthusiastically complimentary. Consensus is that the program has been a useful means for providing instruction in Spanish to classes whose regular teachers are not proficient in the language.

The FL ITV Committee recommends that the schedule of broadcasts for 1968-69 should be the same as that for 1967-68.

HBW: jl

ITVA Conference Room dialogue between Physical Education Study Area Committee and ITVA Production Staff Members discussing proposed primary level Physical Fitness Program Series.

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

DATE: June 6, 1968

MEMO TO: Stanley

FROM: Hayes

SUBJECT: ITV COMMITTEE REPORTS

ITV Health Education Committee, Activities for 1967-68 Year.

The committee recommended and planned a program on first aid for teachers. A sub-committee worked with the Television Authority staff in production of the program. A second first aid program has been developed and is ready for production.

A second project was the development of the outlines for a series of classroom programs on alcohol, drugs and tobacco for grades five to eight.

The committee recommended to continue the health series "All About You" for 1968-69.

ITV Physical Education Committee, Activities for 1967-68 Year.

The committee conducted the following activities:

1. Preview of tapes from other centers.
2. Recommended continuation of the "Physical Education and Testing" series for upper elementary grades during 1968-69.
3. Undertook revision of the guide to accompany "Physical Education and Testing" for 1968-69.
4. Developed outlines for a series of programs at the primary grade level including two or three in-service programs for teachers and 12 to 14 classroom programs.

AEH:sc

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
PARK AND EL CAJON BOULEVARDS

DATE: April 29, 1968

MEMO TO: DeGraff Stanley

FROM: Kenneth Owens, Chairman Music ITV Committee

SUBJECT: EVALUATION OF ITV PROGRAMS

Responding to Dr. Brundage's request for evaluation of the music programs being used on ITV, there has been great acceptance of the music programs aired for elementary schools and the majority of teachers, especially at the primary grades level, indicate that the programs have helped to upgrade the classroom music programs.

The secondary music teachers find it difficult to utilize the music programs offered for the secondary school level, due to the great variety of scheduling existing within the schools.

The Music ITV Committee has recommended that programs be developed for the elementary level to introduce the new music textbooks which will be available in September, 1968. Committees have been working to develop programs to cover the introduction of the new music texts for the primary level and upper grade level. The written material will be completed by May 21 and discussions are planned with Mr. Clayton to arrange for production and filming during the coming summer.

KDO:es

SOCIAL STUDIES ITV COMMITTEE REPORT

Rating sheets for four Social Studies programs were sent to ten schools in hopes of getting reactions from both culturally-deprived and culturally-advantaged schools. The responses were few but the quality of the picture received, the inconvenient times of programs, and the physical make-up of the plant itself were mentioned again and again as a reason why the teachers in a school did not take advantage of these programs.

7 teachers from 3 schools rated "Americans All" including 1 teacher of a gifted cluster group.

2 teachers rated "Heritage". These teachers, both from the same school are from different grade levels.

"News of the Week" was rated by 6 teachers, 1 gifted cluster, from 3 schools.

"Geography" was rated by 5 teachers from 4 different schools. 1 teacher doesn't use the program.

The overall rating given by these few teachers would seem to be 'Good' for all four of the Social Studies programs produced for the Elementary Grades.

The rating sheet used and product of this investigation follow.

School____________________________________ Grade ____________

Title ________________________

Please rate by circling appropriate number.	E G AV F P
Is the program appropriate for your grade level?	10-9/8-7/6-5/4-3/2-1
Does the program:	
Directly contribute to the subject matter of your class?	10-9/8-7/6-5/4-3/2-1
Enrich the instructional program of your class?	10-9/8-7/6-5/4-3/2-1
Are the concepts presented relevant to your unit?	10-9/8-7/6-5/4-3/2-1
Is the vocabulary appropriate for your grade level?	10-9/8-7/6-5/4-3/2-1
Does the program stimulate student interest/responsiveness which leads to further activity?	10-9/8-7/6-5/4-3/2-1
Does the study guide:	
Help prepare your students for viewing the program?	10-9/8-7/6-5/4-3/2-1
Contain material usable for follow-up activities?	10-9/8-7/6-5/4-3/2-1

Your suggestions for the most effective use of this program will be appreciated. Use the back.

AMERICANS ALL

	E			G			AV			F			P		
	6	5	4	6	5	4	6	5	4	6	5	4	6	5	4
APPROPRIATE	1	2	1	2	2										
CONTRIBUTES TO SUBJECT				3	4										
ENRICH PROGRAM	1	3		2	1										
CONCEPTS RELEVANT		1		2	3		1								
VOCABULARY APPROPRIATE		1		3				3							
STIMULATES STUDENTS TO FURTHER ACTIVITY	1		1	2	2						1				
GUIDE: HELPS PREPARE FOR VIEWING		1		1	2			1							
SUGGESTS FOLLOW-UP ACTIVITIES		1		1	2			1							

Language and Creative Projects.
This program is very beneficial especially in the combination grades were American History is not covered. I use this program weekly as a language class.

HERITAGE

	E			G			AV			F			P		
	6	5	4	6	5	4	6	5	4	6	5	4	6	5	4
APPROPRIATE						1	1								
CONTRIBUTES TO SUBJECT			1				1								
ENRICH PROGRAM				1		1									
CONCEPTS RELEVANT			1				1								
VOCABULARY APPROPRIATE				1								1			
STIMULATES STUDENTS TO FURTHER ACTIVITY						1	1								
GUIDE: HELPS PREPARE FOR VIEWING			1	1											
SUGGESTS FOLLOW-UP ACTIVITIES				1		1									

Fine for 6th.
Let's continue to produce programs like this!
Latin America.
Vocabulary is too stiff for 4th grade.
Even going over words before viewing does not always help.

NEWS OF THE WEEK

	E			G			AV			F			P		
	6	5	4	6	5	4	6	5	4	6	5	4	6	5	4
APPROPRIATE	3	2						1							
CONTRIBUTES TO SUBJECT				2	1			2		1					
ENRICH PROGRAM	1	2		2				1							
CONCEPTS RELEVANT				1			1	3		1					
VOCABULARY APPROPRIATE	1			2	2			1							
STIMULATES STUDENTS TO FURTHER ACTIVITY	1	2		1			1	1							
GUIDE: HELPS PREPARE FOR VIEWING															
SUGGESTS FOLLOW-UP ACTIVITIES															

Interviews with people from other lands are techniques which only TV could use. The class looks forward to it.

GEOGRAPHY

	E			G			AV			F			P		
	6	5	4	6	5	4	6	5	4	6	5	4	6	5	4
APPROPRIATE		1	1				1	1				1			
CONTRIBUTES TO SUBJECT			1	2			1								1
ENRICH PROGRAM		1	1	1	1							1			
CONCEPTS RELEVANT		1			1		1		1						1
VOCABULARY APPROPRIATE		1	1				1	1							1
STIMULATES STUDENTS TO FURTHER ACTIVITY		1			1		1		1			1			
GUIDE: HELPS PREPARE FOR VIEWING			2				1					1			
SUGGESTS FOLLOW-UP ACTIVITIES			2	1		1						1			

The vocabulary is not new but the way the program is presented we see things in a way the teacher could not otherwise do in a classroom,i.e. seeing land forms from a space vehicle while hearing the actual voices of the astronauts.

DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY
6401 LINDA VISTA ROAD. SAN DIEGO CA 92111 · AREA CODE 714 TEL. 278-6400

CECIL D. HARDESTY
SUPERINTENDENT OF SCHOOLS

May 14, 1968

Mr. De Stanley
San Diego Area ITV Authority
5164 College Avenue
San Diego CA 92115

Dear De:

A very informal survey of programs in the area of science that were telecast in the past school year indicates the following:

Man in Space Program. Very few indications of viewing this program by schools in the county.

Personal observations that were made are (1) the length of each program tends to diminish its effectiveness; (2) the series was extended over too long a period of time during the school year - fifth or sixth grade classes normally study this area for no more than three to four weeks; no junior high school offers a course in space science, per se; (3) the guide appeared to be of little value.

Peaceful Uses of Nuclear Energy. An informal survey indicated that very few classes were viewing this program.

Personal observations that were made are (1) scheduling for junior and/or senior high school classes is difficult and may have been a deterrent; (2) the nature of the program limited the possible audience to physical science and/or physics classes where, once again, the emphasis of study on this particular area would be over a period of a month, and not for the length of time of the series.

Both programs, Man in Space and Peaceful Uses of Nuclear Energy, serve as excellent background material for the classroom teacher and would be valuable for inservice consideration if programmed at a convenient time of the day and offered in conjunction with assistance from a college or university.

The Four Program Series on Inservice for Elementary School Science. The limited number of schools viewing the program found aspects of series helpful in introducing the newly adopted State of California science textbook series. Changes of times, dates and a repetition of the first program in place of the second program produced some frustration.

Personal observations are (1) we initiated the fall 1967 programming by arranging for some sort of an inservice program almost every day in the week when the schools were still accustomed to a faculty meeting one afternoon a week; (2) the magnitude of this number of inservice programs available was, for the most part, overwhelming on the part of the staffs in the schools; (3) the factor of a convenient time to televise instructional or inservice programs needs to be further studied. When the school day is based on arrival time of the school buses at the school, and when many schools in the district have different starting and stopping times, the need for videotape equipment at the school site becomes a necessity.

Next year the ITV Science Committee will have time to initiate a more elaborate means of evaluating the effectiveness of programs in this curricular area.

Sincerely,

Robert A Dean
Robert A. Dean
Curriculum Coordinator - Science

RAD:GS
cc: Dr. Brundage
S. L. Giuliani

DEPARTMENT OF EDUCATION
SAN DIEGO COUNTY
6401 Linda Vista Road, San Diego CA 92111 • Area Code 714 Tel. 278-6400

CECIL D. HARDESTY
SUPERINTENDENT OF SCHOOLS

May 7, 1968

Mr. De Stanley
San Diego Area ITV Authority
5164 College Avenue
San Diego, CA 92115

Dear De:

Since this is the first year for the Special Education ITV Study Committee I do not have very much information to help you in your evaluation.

So far the televised programs in special education have been well-accepted as far as I know. We are very enthused about "Dialogues with Literature" and feel that this will be well-received if accepted.

Other interest areas in the Physically Handicapped, Educationally Handicapped and Mentally Retarded are working on ideas for program development.

Perhaps next year we will have more to report. Hope this will help you in your evaluation efforts.

Sincerely,

Fred R. Bode, Chairman
Special Education Committee ITV

FRB:FB

8. POSSIBLE FUNDING SOURCES

I. Public Sources Other than P. L. 89-10 ESEA, Title III

Funding locally-produced programs: A concerted effort needs to be made to develop single and short series program proposals specifically designed to meet criteria for grant funding offered to educational institutions. From the "Report on Instructional Television, Possible Sources Of Funding" (other than P. L. 89-10 ESEA, Title III), the sources that appear to be most promising include:

P. L. 85-864, NDEA Title VII: Provides funds for research or demonstrations involving the New Media (computer, teaching machines, television, film, etc.,) Also, these funds can be used for film (program) development, as well as their evaluations.

Comment: ITVA has proven its capability of producing both video tape and M.P.film educational programming. "LSD Today" is representative of the ITVA's ITV production capability and "Television Techniques for Teachers" a prime example of its film production capability.

P. L. 89-209, National Foundation on the Arts and the Humanities Act of 1965: Grants in aid to individuals or groups for supporting new and existing projects and productions in the arts. Funds may be used for educational and public media.

Comment: "The Seven Cardinal Arts" and "The Thread of Continuity" are possible titles for Fine Arts Program Productions that synthesize the elements common to the fine arts, e. g., melody, rhythm, harmony, symmetry, asymmetry, color, motion, symbolism, etc.

P. L. 89-209, Section VII: Support for Special Education Programs and Projects in the Humanities. Grants are awarded to eligible organizations and individuals for the support of programs to disseminate humanities curricula to public schools.

Comment: With change already having accellerated to escape velocity, there is great social-psychological need for programming in the arts and humanities; especially those programs that emphasize the oneness and unity of nature and the human condition. (Considering the extent to which the arts and humanities are able to express meaning through synthesis, and in light of ITV's potential to combine multi-media (sight and sound and motion and color and ideation), it would appear that the SDA/ITVA should seek funds for the production of fine arts and humanities programming. Granted funding, the Authority is in an excellent position to create VTR's examplary of the "Thread of Continuity" that leads to appreciation of the wholeness of life, and which can help combat the psychological dangers resulting from over-specialization and compartmentalization.

Therefore, it is recommended that the Authority seek Arts and Humanities Grants and capitalize on San Diego's rich C.E.R.'s in the Arts and Humanities to develop a program series which appropriately might be called "The Thread of Continuity". As already divulged, these programs could feature the elements common to all the arts and humanities, thereby giving students the opportunity of discovering oneness and unity in diversity and visa versa; the universal in the particular and visa versa; the catalytic forces that give meaning to human existence.

P. L. 89-210, Section III: Vocational Education Act of 1963; its related amendments (amended both the George Braden and Smith Hughes Acts): Funds may be used for programs of vocational instruction, such as subjects related to home economics, trades and industry, distributive occupations, business and office education, the health occupations, vocational & guidance counseling services, programs for pre-employment, and inservice teacher training.

Comment: ITVA's projected "Today is Tomorrow" vocational guidance series is representative of programming related to the intent of P. L. 88-210. Spin-off programming from the "Today is Tomorrow" series could be planned that meet the funding criteria of the Vocational Education Act of 1963 and its related amendments. The SDUSD's "World of Work" project appears a likely candidate for broadened dissemination and utilization were it to be VTR'd for ITV viewer consumption. Similarly, the para-professional health occupations field appears to qualify for P. L. 88-210 funding and represents an area the ITVA might do well to consider in its projected production plans.

P. L. 89-209, Section XII: Funds can be used for the acquisition of special equipment, including audio visual materials and equipment.

Comment: The ITVA has substantive need for portable, remote VTR equipment. E.g., to produce "The World of Work" project mentioned above, the ITVA should have on-site VTR capability. Consequently, it is recommended that a rationale be developed for projects like the "World of Work" and certain other proposed ITV productions described in this section with the view that such work-ups might well serve ITVA's need for special funding for special projects.

Public Television Act of 1967: Designed to encourage the growth and development of non-commercial educational, radio, and television broadcasting. Nine million dollars was authorized for 1968, but no actual money has been appropriated to date. Also, there is to be established a nonprofit corporation for public television to aid non-commercial stations in television and radio programming. The bill also authorizes $500,000 to HEW for a study of instructtional television to be completed by January 1, 1969. The Corporation for Public Television, along with the Ford Foundation, will investigate communication satellites for ETV. The Corporation, along with the Carnegie Commission will look at future financing of ETV, hopefully arriving at $100 million-a-year budget.

Comment: Stephen All, Authority Manager, is keeping close tabs on this potential source of funded support. Nearly everyone knowledgeable about this legislation agrees with its intent and value. Many interested parties are anxiously awaiting the time when actual monies are appropriated.

II. Private Sources

These sources also need to be investigated. Among those that appear to be most promising are:

(CALIFORNIA)

Battenfeld Foundation, The
7884 Lookout Drive
La Jolla, California

Broad purposes.

* * *

Brody (Frances & Sidney) Charitable
Fund, Inc.
9477 Brighton Way
Beverly Hills, California 90210

Broad purposes; general assistance only to established institutions and organizations that further the benefits to humanity in education, and cultural advancement. No grants to individuals.

* * *

Lloyd (The Ralph B.) Foundation
9441 Olympic Boulevard
Beverly Hills, California 90212

Broad purposes; grants primarily for educational institutions.

* * *

Pauley (The Edwin W.) Foundation
10000 Santa Monica Blvd, Suite 200
Los Angeles, California 90067

Grants principally for construction programs for cultural and educational institutions.

* * *

Union-Tribune Charities
940 Third Avenue
San Diego, California 92112

Broad purposes; primarily local giving, with emphasis on community funds and education.

de Mille (Cecil B.) Trust
2010 de Mille Drive
Los Angeles, California 90027

Broad purposes, grants for education

* * *

Fleet Foundation
1410 Bank of America Building
San Diego, California 92101

Broad purposes; assistance limited primarily to institutions or individuals connected with San Diego County.

* * *

McCone Foundation
612 South Flower Street
Los Angeles, California 90017

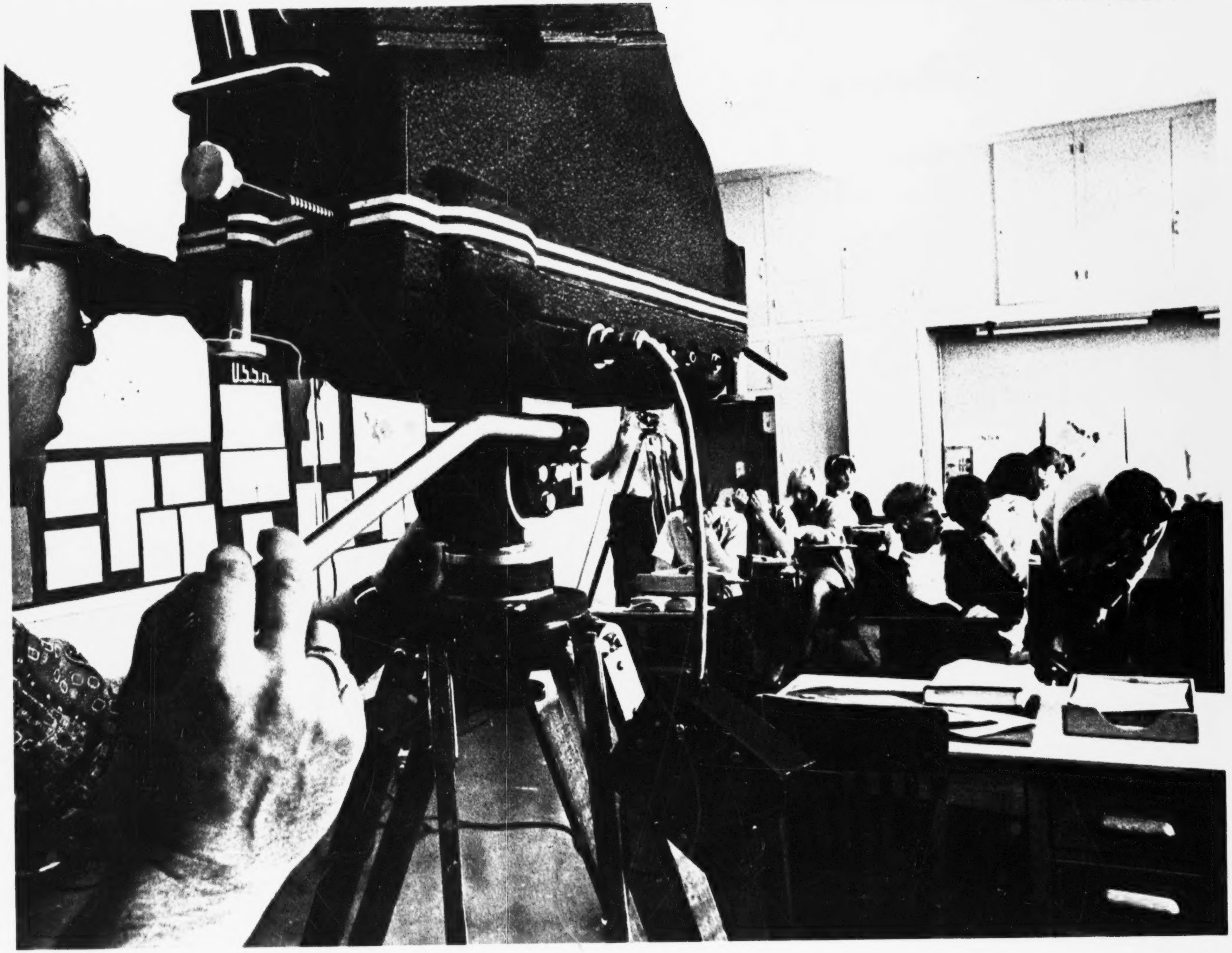
Grants primarily to education, largely in southern California.

* * *

Scripps (The Ellen Browining) Foundation
Miramar Ranch
Miramar, California 92145

General purposes; support for local educational and health organizations.

Careful note also should be taken in connection with the State Committee on Public Education (SCOPE) Report, (Davis, Charles, education writer, San Diego Union, June 12, 1968). The SCOPE Committee came up with "...cost projections for educational innovations that are likely 'to yield great benefits from the citizens of California'". Among six recommendations made by the Committee, the Committee's fifth recommendation was one-hour-per-day of "well prepared instructional television". The cost of this proposal was set at $8,000,000. As an ITV production agency of demonstrated ability, the ITVA would do well to keep tabs on this proposed legislation.



16mm Sound Camera makes filming of student activities in classrooms possible. Film then is inserted into ITV student and teacher inservice education programs.

APPENDIX B

TEACHER COMMENT: ITVA PROGRAMMING

1. Program Comment
    a. Favorable
    b. Unfavorable
2. Utilization Aids Comment
3. General Comment
    a. Program Requests
    b. Highlights, Promising Practices
    c. Constraints, Deterrents

APPENDIX C

1. The Consumer As Producer or CAP Principle
2. The Electronic Audio Visual Education System (EAVES) Conceptual Model

APPENDIX B

TEACHER COMMENT: ITVA PROGRAMMING

1. Program Comment - (a) Favorable

Americans All - "John Rugg - excellent"

Geography - "John Rugg is one of the very best of the television teachers."

Community - "Very helpful. Key terms - excellent. Classes enjoy the program and I believe are benefiting from them."

"The Community program on 'The Schools' was equally as good as the one on the 'Election Process'. I have American Government classes at present but will be looking forward to using these again next semester."

Community - "Perhaps more should have been said about 'direct democracy' and its importance in California's political process. It was 'touched' but the discussion left many questions unanswered, (Election Process). There has been much interest in these programs in our school."

"Donner Party and Minor Theft Crossroads programs have led to worthwhile discussion and evaluation."

Crossroads - "Weather (water storage) very rewarding."

Crossroads - "All topics have proved rewarding except the music program. Used inquiry session, discussion and class projects as follow-up."

"The Crossroads Stealing episode; mood interpretation through music and color have proved most rewarding."

"Cheating and the Donner Pass Crossroads programs brought good discussion."

"The Crossroads program in Creative Arts (art, music, physical education) combining all these subjects was excellent."

"The gal who teaches 'All About You' is very good. She does an excellent job and the children get a lot out of the lessons. My children always respond to her questions and listen attentively."

"My class has a language conflict as one-half of them are from Spanish speaking homes. The narrator in All About You speaks clearly and slowly and my children respond to her readily."

All About You - "Very outstanding presentation. Teacher personality superior. Material well organized and stimulating to first-grade level."

All About You - "Outstanding program - instructor uses techniques which heighten interest in many ways - summarizes the topic daily - uses pupil participation at the time program is being viewed."

All About You - "We viewed two programs last time it was on, and we have just started the series over again. We watched the first one last week, and will see the second one tomorrow. This show is excellent. The children are so interested in the material and thoroughly look forward to seeing the program. We will be watching each one in order as they show this time."

All About You - "The puppet medium used in this program gives great interest and understanding even to kindergarten children. There are some, of course, who have difficulty concentrating for the 15 minutes of this program, but those children have difficulty in concentrating even for a few minutes on any subject because of their immaturity. Many times we have reviewed things learned several weeks ago in these programs when the children themselves initiate the discussion. I have not had a guide available at most - perhaps this has been my own fault."

Americans All - "I think this program is excellent for introducing children to basic history. The people chosen are very interesting to the children. I myself enjoy the outstanding facts about these people. I truly believe this program has enhanced my classroom teaching. We all look forward to seeing the program."

Children's Literature - "Excellent; class looks forward to the 'story telling' with great enthusiasm and interest. Has enriched the library reading and story telling program."

Geography - "Fine program - well paced - good use of vocabulary - well within grasp of children - excellent for large concepts of Geography - very good for combination rooms - have found fine carry-over in conversation."

Geography - "Have used twice - good reaction from students."

"I watched the News programs, You and Eye and P. E. a few times, but not on a regular schedule. The quality of all programs was good."

"My class views Images of America just as enrichment in U. S. History."

"Man In Space is excellent as an up-to-date source of science information. Some of the vocabulary is quite technical but the photography helps clarify most of the main points."

Meet The Arts - "Excellent - good on a 7-program series so programs can be repeated."

News of the Week - "Excellent programs - highlights have been editorials, and personalities interviewed. Example: Archie Moore. Also, coverage of county news has been good and fairly current. Example: Range fire in north county."

"Of Course We Speak Spanish has been of great value in the classroom. The regular teacher is not well versed in Spanish, however, the class is progressing quite well at this level. I feel this program is much stronger than a similar one produced by the Pasadena City Schools. Primarily because of the excellent use of children in the telecast. I think this has been an excellent motivating factor."

"Of Course We Speak Spanish, though geared for L. A. Schools is interesting and informative to nearly every member of the class. They are always eager and have a 'can't wait to see what's next' attitude."

Of Course We Speak Spanish - "We enjoy the program a great deal. I do feel that the children could go a little faster after they once get used to the format. I think that a lot of words are wasted during explanations. The format is always the same and some things are over-explained. The children get the feeling they are babies."

'We not only watch 'Of Course We Speak Spanish' three times a week, but also use the two repeat programs as drill. The progress shown by the class has been tremendous compared to previous years without the use of TV. The program has given us better insights of Latin America, and its cultures as well as teaching us a second language."

Of Course We Speak Spanish - "I find class attention excellent and results gratifying. Over an 8 year span I've used 3 methods of teaching Spanish. This TV program is by far the best method of the three, combined with a simple one of my own. It is consistent and varied. Hope it continues."

Physical Education and Testing - "The most important outcome of the telelesson was the change in attitude of the children toward P. E. They became very interested in using items like the bars, and jump-ropes. The guide also provided many good warm-up exercises that the children enjoyed."

Places In the News - "The program on LSD and smoking were especially good. The children got a lot from them."

Stepping Into Rhythm - "The children seem to really be interested in this program. The teacher is very good. She speaks in a pleasant voice and moves at a good pace. The children seem to enjoy the variety in the lesson. I feel this is a good and beneficial lesson. I feel the teacher is doing a fine job."

Stepping Into Rhythm - "The lady on this program has a very pleasing voice tone and a relaxed, instructive manner."

Stepping Into Rhythm - "Thought the teacher on this program was excellent."

Stepping Into Rhythm - "This is a terrific program. The teacher is excellent. Quality of material chosen - excellent. Really down to children's level of understanding. The picture could be clearer. Suggest light colors be shown around to make the picture brighter. The listening approach is just great."

Stepping Into Rhythm - "This is excellent for rooms that do not have pianos and other rhythm instruments. The units are appropriate for the season, etc. However, she doesn't involve the class enough - just a few children. And she spends too much time with her piano signals. (Example: 'Please sit down') when the children have already done the appropriate thing."

"I found Americans All, Through Children's Eyes and the Geography series to be very helpful and very interesting to the children. We particularly liked Mr. Rudd in both Americans All and the Geography series. He had a great appeal for my 3rd and 4th graders and covered many facts in a short time."

"Primary teachers never miss All About You and the one on creativity."

"I rated these programs as tops for my 4th grade this year; You and Eye, All About You, Process to Product, News of the Week."

"The calibre of programs is quite good, especially the art and health programs for the primary grades."

"I like having programs repeated. Can't wait to get started."

"TV programs are filled with variety - enough to enrich and help my teaching."

"I have found News of the Week stimulating, interesting and informative. My class seems to respond well to its effective selection and presentation of important, pertinent news items."

"We especially enjoy looking at things both positive and local in the News of the Week Program. How often other media fail in these two important aspects!! Also, the program dealing with TV behind the scenes was fascinating!"

"The children have really enjoyed Thru Children's Eyes this year."

1. Program Comment - (b) Unfavorable

"Would like to see Crossroads situations in which a child can place self - not teacher decided. Situations that motivate, specifically creative writing."

"The Crossroads program is too abstract. Getting a spontaneity is difficult at best. It doesn't come off in the program. There is a self consciousness about the children. I know this is a very difficult area. I do admire your attempt."

"Crossroads hasn't been useful to us because all three times that it is broadcast are impossible for us. I'd like to use this program in my classroom. Please reschedule if possible."

"In the Crossroads Program, it's certainly hard to decide how far to go, as far as putting ideas into children's heads. I feel, on the last several programs, Miss Barrett, possibly gave the children their ideas rather than leading the discussion. I think I am mainly concerned about the programs topics. I feel they should deal with daily involvements and ideals rather than new fields that most children haven't experienced (theme and variations in music and weather satelites). They have heard these subjects, but not really experienced them. It's easier for them to react and give meaningful comments when they have a total involvement. It's not hard to create interest and involvement in 'How Does it Feel to be a Thief?' or 'Why Are Some People So Shy and Others Aggressive?' Children are ready to identify with these concepts."

"My class has not especially enjoyed the Crossroads programs. They decided that the programs were not as educational as others we have viewed."

"The woman teacher in Through Children's Eyes races through her material and her guests. We no longer view it."

Americans All - "Vocabulary too difficult for children. Too much lecturing for this age child."

Americans All - "The programs need more dramatization to hold the interest and attention of E. H."

"News of the Week centers on too much local news. No science programs. No literature or creative writing programs (good books, etc.) Need 5 minutes between programs for wrap-up or preparation."

"Our children seem very uninterested in the Children's Literature program. I feel for this level, the kindergarten teacher has be ter contact with the child. For the more mature child, I feel it would be more profitable."

Children's Literature - "The storyteller talks down to children - no feeling to the story - longer program - too short - should use classical (traditional) stories. She reads instead of tells. A need for this - but could be improved."

"Was very enthused about Crossroads after first program but was progressively disappointed by structured questions and illogical vocabulary and answers of children. Unrealistic. Other 6th grade room of same opinion."

Geography - "So much is covered in each program. I think unless a teacher has thoroughly covered the subject matter, the children lose interest. I would like to see more time spent on basic geographical facts of the U. S. So little is taught concerning these facts of the U. S."

Heritage - "This program could include more dialogue, pictures could be clearer and better. Covering too much of San Diego history in one showing; could be less condensed, and in greater detail."

Heritage - "In my estimation, the presentation of this program is downright corny."

"The content of News of the Week I find is not what the program title leads one to believe. I expected a Friday program to review world and local news of that week, not of two weeks previous. The children read newspapers and are aware of the events of the week, if they could see these events in film clips from local TV news broadcasts of the week, this would be better than the program as seen."

"News of the Week" is often very elementary although many good items are discussed. The idea of the 'newshound' (dog) is very immature, especially for eighth graders. Emphasis is upon the local news. This is good to a certain extent, but there should also be more national and international news. The reporters vocabulary is very simple and their approach is too childish. My low ability eighth graders don't mind too much, but I wouldn't even consider showing this program to an average or above-average class. They would be insulted and find it ridiculous."

"Of Course We Speak Spanish is boring. Why do we have to have it at all? Change the teacher once in a while. Why do they treat us so babish? Too slow. I hate the hokey way they switch after they dance or talk about those dumb countries. The only thing that makes the records better than the TV is that we don't have to look at those kids. They make stupid mistakes. It's a good way to learn. It should be an hour long."

"Of Course We Speak Spanish is excellent for the teacher and class but by now class interest is dropping. Am wondering how the 5th will react to seeing the same next year in 6th. The follow-up records are too slow. Too much time between bands."

"I was not able to view Profiles in Music consistently. My classes were too young to appreciate this fine program. I did not have teaching guide for this and so preparation was nil. Follow-up was easy to do in discussion but the material was too far advanced for the background of my classes."

"In Roundabout there is too much vocabulary and vocalizing done for a pre-school or kindergarten level. Also, why is it necessary to use so many negro people? In some cases, there isn't one negro child in the class of children viewing. Why not some Mexican, Japanes, etc."

"Roundabout is most effective for the pre-school and kindergarten children in disadvantaged areas. The time problem is an important one - our recess break is on the half-hour and the program starts before the time indicated."

Stepping Into Rhythm -"We always follow-up the television lesson with some of the suggestions in the manual. These are excellent and the children enjoy these songs tremendously. We try the songs, after the programs, many different ways - using various instruments, movements, rhythms, feelings, etc. The children enjoy all of these activities and have had their music classroom program enlarged and have greatly benefited from their learnings."

Stepping Into Rhythm - "There were a couple programs that were behind schedule relative to calendar dates - Halloween songs came in November. Clock timing off."

Stepping Into Rhythm - "One program was a repeat of the previous lesson. This was upsetting to the children as they were prepared for another. Our viewing situation is rather poor."

"Presentation of history film on TV one day per week would take much pressure from film distribution."

"I find programs listed for other grade levels excellent for my 4th; example: *Process to Product*, and All About You. It is fine to note grade level on schedules, but don't announce it on TV."

"I feel the quality of the programs has been excellent, and have only a few suggestions - it would help much if we could know in advance the content of the telecast, e.g., not just 'Making Music', but at least a little more specific information such as 'Choral Music of the Baroque Era' or 'Contemporary American Music', etc. I also think programs should avoid prolonged periods of uninterrupted music. One telecast consisted of an uninterrupted symphony. This meant I had to lower the volume occasionally and inject my own running comments; otherwise the class would have certainly lost interest. Not knowing the particular symphony in advance made it difficult for me to ad lib pertinent comments."

"Don't appreciate schedules that are unclear. One set is not working well. Not worthwhile because it is hard to plan for when the programs turn out differently."

"I use it in E.M.R. The pictures are good. The presentation is too sophisticated and esoteric. TV reception is unreliable. Many times I get no reception at all."

Of Course We Speak Spanish - "I believe in the audio-aural approach to teaching foreign languages. However, I don't understand why an indication in written language is forbidden. I realize that ITV is not responsible for this, since it is basic to the philos phy of how to teach foreign language. However, I felt I should mention what neglects to consider different styles of learning. Some children have a need to see the language written as well. The emphasis of course would still be on the audio-aural approach."

Of Course We Speak Spanish - "Program is too repititious."

Of Course We Speak Spanish - "Spanish was too fast for low children so I stopped watching. I have watched some Art and Science presentations. I didn't see anything that I haven't seen or tried before."

"As a group of third grade teachers we felt that there was too much talking-telling in Through Children's Eyes. The manner of the story teller seemed to be too affected to be pleasant. When interesting props were used by the scientist, more value was derived but even that was not lengthy enough. The whole makeup of the program was poor generally."

"The Foreign Language Department feels the program offerings are too elementary for use at this high school."

"Images of America was strictly lecture and student's comment was, 'Too boring for our age.' More programs with presentations outside the classroom teacher's ability."

"Three TV sets for a staff of 140 teachers more or less defines the importance of this program in the minds of teachers."

"Response of ITV at this school has been less enthusiastic than I had hoped. We do have at least two teachers who are using it quite extensively. More will follow next year."

2. Utilization Aid Comment

"I did not have a study guide."

"All ETV materials are giving too much information for cluster groups. There should be a specific point early in the program indicating at which time an accelerated class take over. This would be after only basic and minimal introduction and motivation. Get schedule into teachers' hands and early. Poor scheduling."

"Programs are relevant, etc. but - at 11:10 a.m. all of our departments have lunch. I understand there has been a breakthrough on the cast of tapes that maybe we will be able to have these much as we do films for showing - when they will best serve our purposes - is this correct?"

"I did not see the study guide so was unable to use it. There was only one available for entire grade. The level of stories was often below grade level range too wide."

"There were not enough guides and I never saw one again after the first program."

"I feel Geography is very valuable and hope that it will not be eliminated. Psychologically, the Grade 4 is bad on the title, because it is not really exclusively Grade 4 - it is, in fact, more 6th grade in content and appeal. Our principal fall unit is Geography and it correlates well with World Around Us and World View."

"I was very much interested in the history lesson of the Fourth Grade. However, since the lessons began with the explorers - and this wasn't good. Our book spent much time on Calif. Indians and began here. Thus, even before we have really begun, the history lesson is beyond us. I would suggest that the history lesson more closely follow the text - California Indians, Explorers, Settling California, then Missions. There was a film on the Gold Rush Days when we were only on explorers. We won't be to the Gold Rush area until around March."

"I have found that my low-lows thoroughly enjoy the majority of the TV programs - lessons. They are much more attentive than during the movies I occasionally show."

News of the Week - "My students are from a poverty area, hence the vocabulary would tend to be more out of their reach. Most of the programs have been very interesting; however, my class is difficult to interest in any unknown or new things."

News of the Week - "We felt that the Halloween and Christmas programs were shown out of place, as each appeared after the holidays."

3 (a) General Comment - Program Requests

"I would like to have a Music program introducing instruments and showing Glee Clubs from area schools. Also enrichment music like Carmen and other enjoyable works could be presented."

"I wish the teacher would use her left hand when she says 'Do this with your right hand.' The children tend to view TV as a mirror and when she says right they use left. From years of observing ballet teachers, I know they do this."

"We would like a science program for kindergarten age. Scheduling is such that programs are unavailable for afternoon kindergarten classes."

"The Math Department would recommend some enrichment lessons on areas such as non-Euclidean Geometry or Linear Algebra, etc."

"I think programs for elementary grades in Music, Math and Language would be a great addition."

"There is a need for programs geared toward secondary reading improvement."

"Programs geared to the new science texts would be particularly helpful."

"There should be some kindergarten through sixth grade music programs."

"Many of the teachers expressed an interest in music and science enrichment, especially science for the primary work. Congratulations on a fine start this year. We have enjoyed many of the offerings, especially the News of the Week."

"More on-site San Diego productions such as 'Inside Sea Lab I' would be excellent for enrichment."

"Need more programs to involve children."

"How about some language and art programs graded somewhere around (2-5 grades)?"

"Subject areas for primary grades seem very limited to me. (How about an interesting science program for first and second graders?)"

"I'd like a good program on communication - appropriate for second graders. A good literature program. We did not have a good one this year."

"How about doing a continuation of the Process to Product program of last year using the problems presented in the Concepts of Science texts? This program has probably done more to improve my teaching than any other TV series."

"Man in Space suggests 'field trips in reverse'. Would like to see a children's hobby show program. Use children with outstanding projects on camera and have them explain their product - how, where, when, why, etc."

"The first Crossroads program - very excellent. I would like to see more like this."

All About You - "I do not feel that we need a children's literature program as much as we need a primary science program. Any teacher can tell a story well but many teachers need help with science lessons. For instance, Through Children's Eyes is very good in respect to the science section, but the story telling part is a waste."

"I would like to see a listen lesson at the kindergarten or primary level. For example: sounds of environment, sounds of letters, differences and likenesses."

"It would be most beneficial to have a 'listening' program suitable for K-3 or 2. This would include much reading readiness material, i.e. sounds, phonics sounds, rhyming words, etc. The voice quality of a ITV teacher seems important, a shriller, more piercing tone such as on the literature program is less attractive and less instructive."

"L. A. City Schools have a good news program and social studies program that follows the state text series. Could we in San Diego buy programs from them? The news would be better and I think the social studies program more interesting and educational. Films are used in both programs. This, I think, makes more involvement possible for the viewer."

b. General Comment - Highlights, promising practices

"We shall continue to participate actively in the program and commend your staff that has, in one semester, planned, prepared, previewed and proposed instructional techniques that will be accepted partners in tomorrow's classroom."

"Continue same type of programming!"

"Parents were invited to one particular music class on 4/28/67, in which ITV had been injected for twenty minutes. I wanted to get the parents' reaction. They were sincerely impressed with this new dimension of learning which they had never expreienced in school, and felt strongly that it enriched the learning situation; that the students were fortunate in being afforded this opportunity."

"My class of second graders are all E. S. L. students with pre-first to primer reading level currently. I've tried to explain or add to material presented with extra pictures that I do have. The more cultural and academic programs that these youngsters are exposed to is for beneficial purpose in ESL and vocabulary development."

c. General Comment - Constraints, deterrents

"At the beginning of the year my TV reception was so poor that I had to watch Channel 5. While watching Channel 5, we saw two other programs that were offered in the L. A. area. These programs were better than the ones we have seen on Channel 12. One was Science Experiments for 5-6 grades at 10:30 on Friday, and the other was Bookshelf which was shown on Monday at 9:30.

"The Halloween program was presented the week after Halloween. Also a Christmas program was scheduled a week after the holidays I think they should be scheduled when it has more meaning for the children."

"We only saw Through Children's Eyes once. It was on 'Big and Little'. We did not watch it again for several reasons: (1) the length of the program (one half hour) was too long for the 4th grade children (at least as the format of the program was set up), (2) the children were interested in the literature selection but when there was a lecture or discussion going on they figited, (3) the idea of bringing areas on a certain theme is good, but on the program we saw were big and little clocks, big and little horse, which in the way it was presented had little appeal even to an adult.

"It is difficult for me to believe that any program could appeal to both a five year old and a second year college student, i. e., What's New in Art, (Today We Present). I feel programs try to cover too wide an age range and therefore lose their value."

"Study should be made of percentage of teachers who use this classroom technique and cost of programs compared to values derived."

Perhaps one of the discouraging factors is the poor reception in some classrooms which might reduce pupil interest."

"A survey of all secondary school schedules should be taken and an average "time" schedule developed."

"There is a definite problem in scheduling repeats. I hope the repeats will be scheduled at the same time, but on another day."

"Teachers have also become disenchanted with ITV when programs have been shown out of announced sequence. After preparing a class for a program that is then not shown, several teachers have become discouraged and discontinued viewing altogether."

"Americans All and Geography are slated at 10:50 when most elementary schools are at recess. Thus, for the same reasons as above, many classes were left out. These were two of the more popular programs."

"Most of the teachers felt that they needed more than just a program title before they could make a decision about their classes viewing the program."

"Until I can show ITV in my room or be sure of program, it's not worth the bother."

"The biggest concern among the teachers is the difficulty in coordinating time schedules, and realizing the difficulty of this problem ... no criticism is intended."

"The television reception has been so erratic at our school that very few teachers have continued to view the programs for which they have signed up. If reception does not improve when the new station goes on the air, I feel that ITV will be of little value to us."

"Have not used ITV this semester; previewed 2 shows - did not fit needs; too elementary. Entire program needs re-evaluation in terms of cost and education value to classroom."

"Programs too often fall during the passing period and therefore cannot be utilized by anyone."

"The programs need better production and someone who knows what junior high kids will be interested in."

"A start, but too small a start."

"I didn't ask for guides for the remaining part of this year unless I thought we were using the series. Also used discretion in asking for guides for next year. There are many limiting factors regarding our using TV. Scheduling is one of the big problems. The programs do not come at a feasible time for many of the teachers. That was their main complaint."

"There are very few programs actually at 3rd grade level. The K-3 programs are really 'syrupy' and those going 3-6 eventually go over their heads."

"I am unable to even see, much less use, any of these programs because they're not shown during the periods I can use them."

"I have not used ITV because of its poor scheduling. I don't feel it is fair to the students to show a program to one class and not to another. Keep your TV's and send me a good 16 MM projector!"

"We have recess at 10:50. TV is seldom used at our school. We have to go to auditorium. Very inconvenient."

"I cannot use any program in this series because the programs are not shown at times my classes can use them."

"Due to lack of television sets and time we have seen none of these programs."

"The greatest difficulty I have found in using these programs is scheduling, both in time of day and in connection with areas currently being taught in the classroom."

"Our bell schedule makes it difficult to see News of the Week and Crossroads both of which are worthwhile."

"As is unavoidable with TV programs, this one comes at the wrong time. However, we have changed the time of our recess and the rest of the schedule on Tuesday so the children are able to view. However, our schedule is such that any follow-up comes sometime later. Third grade children are entranced by the stories."

"This program always starts around 28 minutes after 1:00 (according to our clocks) It's scheduled for 1:30 so it shouldn't start early - as a matter of fact, there should be 5 minutes in-between programs so we can take the TV and set it up from room to room."

"Too much repetition year to year. So if seen one year after another, interest will be lost."

"Poor scheduling - special holiday programs were transmitted during week following the holiday. Children were interested at first, but gradually seemed to lose interest."

"Some programs were after holidays passed, e. g., a Halloween program after Halloween and a Christmas program after Christmas. The children seemed to get a lot out of the programs and enjoy them but the teacher's tone of voice and facial expressions irritated the students."

"Have not viewed the story hour recently since the program is on at recess time."

"I think we could be more effective if we had a set to keep in our room. I realize this is not a problem which can be settled by anyone other than the district."

"Time schedules are not always the best for classes, i. e. broadcasting during recess - after school hours."

"Stopped watching when show moved ahead of class."

"Telecasts should come in order, and if not, let people know."

d. General Comment - Method of Presentation

"Repeat programs with changes - more animation is suggested."

"Repeat Community program with change in method of presentation. More challenging questions in preparation for the film would be useful. Have been didactic."

"In my estimation, the presentation of Heritage is downright corny."

"Would appreciate hearing poems in the Children's Literature program with the art pictures when time permits; perhaps in relation to season or story of that day."

"Having two stories in one program makes each story too short. There seems to be too much confusion when you switch stories. The children lose their train-of-thought. Having Halloween and Christmas stories after those occasions doesn't contribute to class interest."

"Repeat Community series with change - more A/V materials."

"Possibly the Community program could be enhanced more by less time spent with interview style, and replace it with film clips and narrator. Student attention span appeared to be strained by excessive time spent with just two people on camera discussing issue. Statistics could be presented visually, preferably animated, and shots of polling places, balloting machines, etc., could be used as background to a narration."

APPENDIX C

THE CONSUMER AS PRODUCER OR CAP PRINCIPLE

The CAP Principle is a teaching-learning strategy. It is designed to improve "The Conditions of Learning" (Gagne) by providing special impetus for creative activity through the process (in this application) of involving students and their "growth facilitators" (teachers) in the development of video-taped "mini" productions.

As applied to electronic technology, the CAP Principle assumes that to capture the secondary school ITV market, these "growth questers", in addition to viewing already-produced television instruction, must also become involved in the development of video-taped productions of their own. Properly planned and executed, this process would create team approach learning environments characterized by (1) direct, first-hand experience, (2) provision for individual differences, and (3) impetus to the expression of creative behavior.

The ideation for this "Let's Strive Together" educational strategy stems from a conceptual "marriage" of Calvin Taylor's plan for "Developing Multiple Talents in Classrooms to Teach All Students" (relevancy is its by-word) and "quester" involvement (Suchman, "What About Soft Talent?") in the production of school-based video-tape recordings. The rationale supporting this learning mode, and its relevance to already-produced ITV programs, is based on the idea that, owing to their ego involvement and first-hand experience with electronic technology, these consumer-producers inevitably would tend to (1) develop greater appetites for media with which they were involved and therefore better understood, and (2) subsequently learn to derive pleasure and personal growth from the "medium" that also would be their "massage". The rationale also recognizes that electronic technology used for the creation of educational experience must be cognizant of its metaphorical limitations; viz, that "E" and "I" TV, unless it is relevant to pre-experience and interest and therefore productive of meaningful follow-up involvement, hardly deserves its "E" and "I" prefixes.

Because TV employes a wide range of media technology, involving school people in its use, also should help both students and teachers better understand the what, where, when, how and why of multi-media approaches to learning. And, McLuhan aside, the student who will spend at least 15,000 hours viewing TV before he graduates needs and ought to know what the medium is doing to him and why. For that matter, so do his parents and teachers.

Involvement and synthesis is what young people need and want. Both conditions can be met through the application of the CAP Principle - VTR production experience learning mode. These young people are allergic to second-hand experience and the cyborg impersonality characterized by the punch-card "Do not fold, spindle or mutilate" syndrome. They want and need to be (1) involved, (2) active, (3) productive! The CAP/VTR teaching-learning strategy represents one way they can be all three.

How the process works:

1. A teacher and his/her students select a topic or problem of their own choosing.

2. Using Taylor's "Talent Processes in Students" as a guide, student committees would be formed. These might include academically talented student researchers, creative students (art, music, writing, dancing, etc.) effective communicators (extroverted, sales-pitch and public-relations oriented students), planners (those adept at the creation of ideation), leader-organizer-decision maker student types and others.

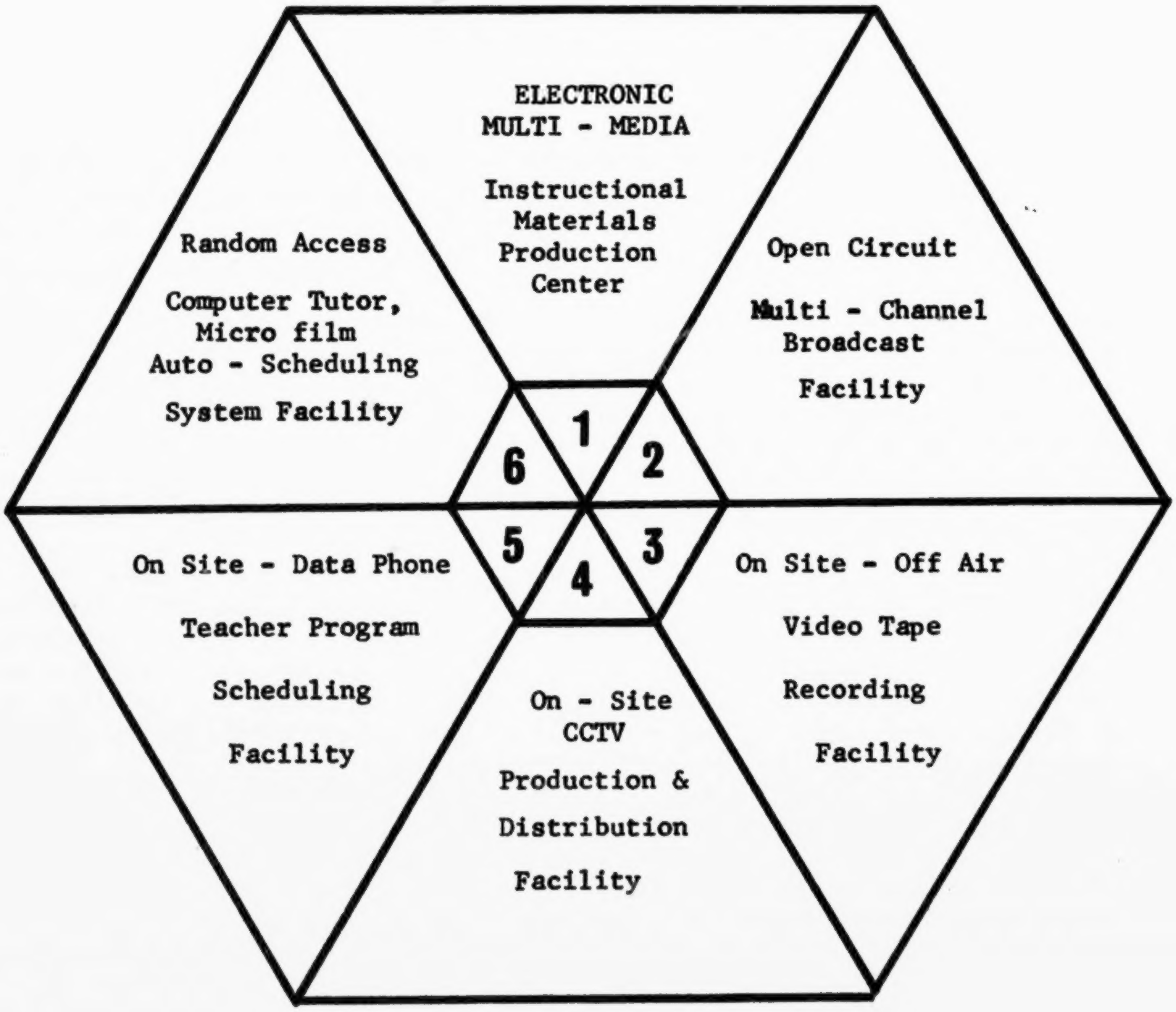
3. These committees would approach their problem as if an ITV program were to be produced. Research would be initiated, continuity outlines developed, audio and visual elements selected and produced, and on-camera talent chosen. These elements would be synthesized and video tape recorded on school VTR equipment.

4. The pre-production video tapes would be used by on-site teachers and students via their schools' CCTV distribution system to evaluate the product of their learning activities. Later, outstanding productions could be previewed by ITVA staff members to determine what elements of these mini-productions, if any, should be adapted for the production of secondary-level ITV telelessons.

Coping with change has been identified as the world's greatest problem and challenge. Certainly this holds true in education as well; therefore, why not give this new teaching-learning strategy a try?

> "Some men see things as they are and say 'Why?' ...
> (Some educators) dream things that never were and
> say, 'Why not?'"
>
> (Lines adapted: George Bernard Shaw)

DeGraff Stanley, 1967


ELECTRONIC
MULTI - MEDIA
Instructional Materials Production Center
Open Circuit
Multi - Channel Broadcast Facility
On Site - Off Air
Video Tape Recording Facility
On - Site CCTV
Production & Distribution Facility
On Site - Data Phone
Teacher Program Scheduling Facility
Random Access
Computer Tutor, Micro film Auto - Scheduling System Facility
1
2
3
4
5
6

THE ELECTRONIC AUDIO VISUAL
EDUCATION SYSTEM (EAVES) CONCEPTUAL
MODEL*

> "How these (multi-media) aids and devices should be used in concert as a system of aids is, of course, the interesting problem." (Bruner, The Conditions of Learning)

1. Instructional Materials Center AV-ITV Production Studio: Houses AV-ITV Multi-media production personnel including a multi-media curriculum specialist, ITV Director-administrator, educator and teacher-producers, photographers, artist illustrators, etc.

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*DeGraff Stanley, 1968

2. Open Circuit (VHF, UHF and ITFS) multi-channel broadcast facility: A minimum of two VHF and/or UHF channels supported by several satellite 2500 megahertz stations, the latter probably owned and operated by individual school districts. These channels could form local and statewide networks.

3. School based off-air VTR facility: VTR's could be electronically "slave actuated" to automatically record ITV open-circuit telecasts according to pre-determined AV-ITV directory code numbers; could record between 1:00 and 6:00 A. M. using school and/or commercially-owned broadcast channels at a cost far below normal day and evening time rates. Fascimile printout capability could be added to this system, thereby avoiding any need to "bicycle" printed or VTR'd material.

4. School based CCTV production and distribution facility. Ideally this EAVES component would include a 2 camera chain (one camera with zoom lens) and switcher, plus the VTR equipment listed in Number 3 above, microphones, lighting equipment, RF Modulator, jay-jack outlets and receivers/monitors for each classroom, etc. The facility would be capable of producing mini-productions and distributing one or more VTR audio-video signals simultaneously to receiver stations located throughout a school

5. School based data 'phone (Dial Access Retrieval System) multi-media materials and program request facility: Would allow teachers the option of dialing AV-ITV requests to their own CCTV or the EAVES facility. A coded instructional materials-ITV program directory would be used to determine digits to be dialed. Requests could be for immediate or delayed transmission.

6. Computer Tutor-Microfilm-Instructional Material-ITV-Auto Scheduling facility: Would be actuated by data 'phone dialing and provide students with random access audio-video computer-tutor programs and micro-filmed information stored in the "library" section of the Electronic Multi-Media or Regional Data Access Retrieval Center. Either individual students in multi-media learning laboratory carrels, or small or large groups could use this service, the latter by "patching-in" circuitry to one or more classroom sized audio-video screens.

> "The Technological Future
>
> Of even greater promise to ITV's future than the use of one single technological innovation is the prospect of using the recent technological advances in combination. As Robert Hilliard, chief of the FCC's Educational Broadcasting branch, remarked recently:
>
> > 'In the next ten years these technological manifestations of television will be used less and less alone. Even now we have them in combination, where an ETV broadcast signal may be transmitted by a translator or ITFS system or CATV system, recorded, stored, then redistributed at a future time over a closed-circuit facility.'
>
> Today there is a refreshing change from the old rivalry of broadcasting vs. closed circuit."
>
> (Murphy and Gross, Learning by Television)